DOCUMENT RESUME

ED 441 198	CG 029 998

AUTHOR	Amey, Marilyn J., Ed.; Reesor, Lori M., Ed.
TITLE	Beginning Your Journey: A Guide for New Professionals in Student Affairs. NASPA Monograph Series.
INSTITUTION	National Association of Student Personnel Administrators, Inc.
ISBN	ISBN-0-931654-25-4
PUB DATE	1998-00-00
NOTE	124p.
AVAILABLE FROM	National Association of Student Personnel Administrators, 1875 Connecticut Ave., NW, Suite 418, Washington, DC 20009-5728 (NASPA members, $25; non-members, $35). Tel: 202-265-7500; Fax: 202-797-1157; Web site: http://www.naspa.org.
PUB TYPE	Books (010) -- Collected Works - General (020) -- Guides - Non-Classroom (055)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Careers; Ethics; Higher Education; Organizations (Groups); *Student Personnel Workers; Supervision

ABSTRACT

The purpose of this book is to help new student affairs workers in higher education make an easier transition from graduate student to full-time professional. It also hopes to increase the retention of professionals who enter the field. This book provides an examination of key issues facing new professionals and suggests ways of thinking about the challenges and opportunities that are offered by careers in student affairs. It includes the following chapters: (1) "Unwritten Rules: Organizational and Political Realities of the Job" (Marilyn J. Amey); (2) "Toward an Ethic for the Profession" (Thomas E. McWhertor and David S. Guthrie); (3) "Supervisor as Architect, Catalyst, Advocate, and Interpreter" (Ronald S. Schneider); (4) "Making Professional Connections" (Lori M. Reesor); (5) "Reconciling the Professional and the Personal for the New Student Affairs Professional" (J. Douglas Toma, Catherine Clark, and Bruce Jacobs); (6) "Pathways to Success in Student Affairs" (Florence A. Hamrick and Brian O. Hemphill); and (7) "Voices of Experience" (Stuart Tennant and Daniel Brungardt). Appendix A, "Professional Organizations in Student Affairs and Higher Education," and Appendix B, "NASPA Monograph Contributors," are also included. Most chapters contain references. (MKA)

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Beginning Your Journey

A Guide for New Professionals in Student Affairs

Marilyn J. Amey and Lori M. Reesor, Editors

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Library of Congress
Cataloging-in-Publication Data

Beginning your journey: a guide for new professionals in student affairs / Marilyn J. Amey and Lori M. Reesor, editors.
p. cm.
Includes bibliographical references.
ISBN 0-931654-25-4
1. Student affairs services—United States—Handbooks, manuals, etc. 2. Counseling in higher education—Vocational guidance—United States. 3. Student counselors—Training of—United States. I. Amey, Marilyn J. II. Reesor, Lori M. III. National Association of Student Personnel Administrators (U.S.)
LB2342.9.B45 1998
378.1'94047—dc21 98-37300
CIP

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INTRODUCTION

"New professionals are the future of our profession" is a common phrase heard when a seasoned staff member addresses a group of newcomers to the profession. Our graduate degree programs concentrate on providing students with the theoretical and practical experiences that will help them succeed in the student affairs profession. As we know, however, these graduate programs are diverse in their teachings and emphases. It is crucial that The National Association of Student Personnel Administrators [NASPA] be an active voice in the development of new professionals; this monograph is one way of demonstrating a commitment to do this.

The purpose of this monograph is to ease the transition from graduate student to full-time professional and to increase the retention of professionals who enter the field. While not intended as an administrative cookbook, the monograph provides an examination of key issues facing new professionals and suggests ways of thinking about the challenges and opportunities that are offered by careers in student affairs. Whether someone is assuming a first professional position or moving into student affairs from a career in another field, whether employed at a community college or at a research university, the issues are similar—understanding organizational culture and its impact on work, thinking through career configurations, and exploring the values and belief systems of the field. More experienced administrators moving into the student affairs profession for the first time have views shaped by knowledge and expectations derived from past employment which create a different set of needs and concerns. Given the space limitations of the monograph, we assume a primary readership of entering professionals and seek to capture experiences that entering professionals and those new to the field have in common. To this end, the term "new professional" is used throughout the text. We also assume that supervisors and other supporters of new professionals constitute a secondary readership for the monograph and that they will find a discussion of current pressing issues as seen by new professionals useful. Finally, while we acknowledge that increasing numbers of new professionals work in community colleges, most of our writing is geared toward those in four-year institutions.

This monograph begins with a brief contextual discussion of the arena in which student affairs work will take place into the twenty-first century, that is, in organizations that are both political and multicultural. New professionals unaware of the political nature of the organization or its political dynamics may be adversely affected. Furthermore, many authors criticize the higher education system for failing to achieve its goals of multiculturalism, arguing that the future of colleges and universities rests within a multicultural environment (Brazzell, 1996; El-Khawas, 1996: Rhoads & Valadez, 1996; Stage & Manning, 1992). To this end, they call for changes in institutional climate and culture to accommodate an increasingly diverse student population; for increased cultural diversity among faculty and staff; for changes in institutional directives, statutes, and policies that reflect the realities of a changing clientele; for increased technological expertise and instruction that will accommodate a wider range of learning styles; and for a sense of leadership that can carry the academy into a multicultural environment for the twenty-first century. New professionals enter into Student Affairs within this press of politics and fundamental philosophic changes, and we write this monograph with these environmental constructs in mind.

UNDERSTANDING ORGANIZATIONAL CULTURE AND ITS IMPACT ON WORK, THINKING THROUGH CAREER CONFIGURATIONS, AND EXPLORING THE VALUES AND BELIEF SYSTEMS OF THE FIELD ARE ALL ISSUES THAT CONFRONT NEW PROFESSIONALS.

We believe, also, in the value of hearing from new professionals themselves. Therefore, personal vignettes and the "talk" of new professionals are woven throughout the monograph to give voice to their concerns, strategies, and beliefs. Sometimes, these voices are those of individual professionals included to illustrate a specific point; at other times, the voices are representative amalgams of viewpoints expressed by many. Pseudonyms are used in all cases to protect confidentiality.

Marilyn Amey begins the monograph with a discussion of those organizational and political realities likely to confront new professionals as they take on full-time responsibilities in student affairs. She presents a conceptual model of organizational culture as a framework for thinking through these critical issues. David Guthrie and Thomas McWhertor consider the implicit values that give form to administrative practice, discussing them in relation to personal, institutional, professional, and legal contexts and describing the overall situation in which an individual's ethic is framed. Randi Schneider examines the complexities of supervision and the role of the supervisor. Using organizational and leadership theories as guideposts, Schneider explores the nature of the supervisory relationship and offers insights on how to deal with potential, and often inevitable, sources of dissonance.

Lori Reesor describes various approaches to professional involvement and networking, inter- and intra-institutionally. She describes avenues for participation and raises awareness of issues associated with cross-gender and cross-cultural support systems. Florence Hamrick and Brian Hemphill consider professional development from a different perspective as they explore career paths and advancement opportunities, including the role of doctoral study and ways of envisioning one's future in the profession.

Douglas Toma, Cathy Clark, and Bruce Jacobs tackle what remains a key component of successful careers in student affairs work—finding ways to lead a balanced life. New professionals have much to consider if they hope to achieve a healthy equilibrium as they strive to excel in their personal and professionals lives. These authors offer insights and frameworks for thinking through these key decisions and choices. Finally, Daniel Brungardt and Stuart Tennant reflect on the numerous issues raised in the monograph from the perspective of a new professional and a senior student affairs officer. They add their voices to the words of others included throughout the volume in speaking directly to challenges facing new professionals and those who attempt to provide support and guidance.

In closing, we are reminded of the words of one of the leaders in student affairs. Barr's (1989) four pieces of advice for enjoying work and being an effective student affairs administrator serve as a foundation for our monograph: "Enjoy the students;" "Become involved in the institution;" "Maintain perspective;" and "Take time to smell the roses" (p. 525-526).

** Note: The contributing authors of this monograph want to express appreciation to the many new professionals across the country who added their stories to our text. Their willingness to share experiences and insights made this a rich experience for us all. Special editorial thanks is extended to David Shumaker, Michigan State University, who worked tirelessly with the editing.*

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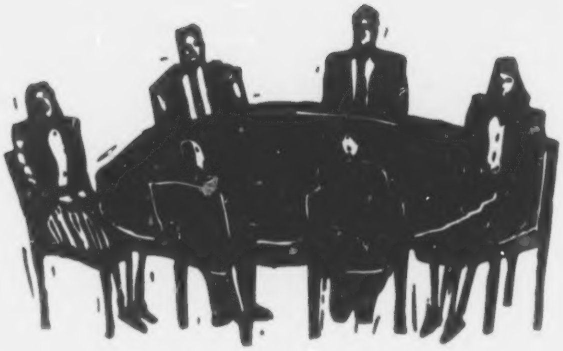

CHAPTER 1

Unwritten Rules: Organizational and Political Realities of the Job

MARILYN J. AMEY

Higher Education is political. Experienced professionals will recognize the truth in this statement, but for new professionals in student affairs administration, the political nature of the world they recently entered may hit them like a cruel joke. They may have studied college administration and perhaps even administrative theory in their graduate programs, but translating textbook examples and theories to real world situations can be challenging. This chapter provides new professionals with some tools with which to assess organizational culture and gives suggestions for successfully managing this culture and its politics. For the purposes of this discussion, Kuh and Hall's (1993) definition of culture is used:

> [The] collective, mutually shaping patterns of institutional history, mission, physical settings, norms, traditions, values, practices, beliefs and assumptions which guide behavior of individuals and groups . . . and which provide frames of reference for interpreting the meanings of events and actions on and off campus. (p. 2)

After briefly describing the political nature of today's higher education institutions, several common dilemmas facing new administrators are presented, situations that might not conform to their expectations. Each dilemma is, in part, a product or function of the work environment and, as a result, may be ameliorated through a better understanding of organizational culture. Because new professionals are more likely to see themselves as new counselors, programmers, or hall directors than as new administrators, they do not always have a context for understanding and dealing with the institutional challenges they face. Therefore, an approach to organizational analysis is presented and related generally to student affairs work and specifically to the dilemmas confronting new professionals. Answers are not give; the approach to understanding organizational culture is not intended as a panacea. What is suggested is that being an effective organizational analyst, that is, understanding the organizational and political reality of the job, may be key to addressing those issues that are generally not taught in graduate school.

The Environment of Student Affairs Work

Compared to the corporate and private sectors, educational organizations are often touted as collegial institutions whose members are drawn together by a common mission to serve students and provide an educated citizenry. Lofty goals, rich traditions, ceremonies full of regalia, pomp, and circumstance, and an air of elitism are stereotypical images of colleges and universities, and *family* is an often used metaphor in describing their atmosphere (Bergquist, 1993; Birnbaum, 1988). In most cases, the vernacular definition of collegial (friendly) may accurately reflect colleges and universities today, but the organizational definition (small in size, shared goals, face-to-face interaction, consensus decision-making, status differentials minimized [Birnbaum, 1988]) applies less often. Institutional growth or decline, diversification, technological advancement, entrepreneurial spirit, and cultural diversification are just some of the factors that can affect the collegial atmosphere and change the way that the college functions.

BECOMING A GOOD ORGANIZATIONAL ANALYST, OR CULTURAL BROKER...IS KEY TO SURVIVAL AND EFFECTIVE PRACTICE IN A POLITICAL ORGANIZATION.

Appleton (1991) suggests that while all colleges and universities are political organizations, those that have diffuse goals and are affected by more complex sets of constituencies and organizational patterns are especially susceptible to political behavior. In an era of declining resources, increasing competition for students, and conflicting demands, even small, private, liberal arts colleges, long held up as a model of the non-political or, at least, the less political (Birnbaum, 1988), are becoming arenas for coalition building, "win-lose" games, ambiguous goals, and uneven power distribution. While the idea of politics and political organizations tends to evoke negative connotations, nothing about this approach to decision-making and organizational behavior is inherently negative (Bolman & Deal, 1991). New professionals who are unaware of the nature of organizations or do not understand political functioning, however, can easily be affected adversely. Becoming a good organizational analyst, or cultural broker, as Stage and Manning (1992) would say, is key to survival and effective practice in a political organization.

At the same time, new professionals also need a clear sense of personal identity in order to avoid being swept away by the institutional gamesmanship that can occur when competition for scarce resources increases positioning and posturing. A strong sense of personal ethics, morality, and integrity serves as an important foundation for effective practice and is the key to organizational leadership (Badaracco & Ellsworth, 1989; Bogue, 1985; Bogue, 1994; see Chapter 2 in this monograph), yet these factors are not often discussed in graduate degree programs, in new member orientations, or even among trusted colleagues. New practitioners must reconcile their own personal expectations with the professional realities of the organization.

Issues of Dissonance Confronting New Professionals

No matter how carefully we prepare for a job interview, how thoroughly we question those employed at the institution, how confidently we assume the responsibilities of a new job, inevitably, once the newness begins to wear off (and sometimes even sooner), we realize that our expectations do not match the job's realities. The nature of the administrative position, the college or university where one is employed, and the substance of the gap between expectations and realities itself vary, of course, from individual to individual. Even so, new student affairs professionals consistently face similar areas of dissonance. While the list could be extended, four broad issues of dissonance frequently appear in the literature on administration—role conflict or ambiguity; lack of systematic evaluation and feedback; professional opportunities or lack thereof; and academic or experiential preparation—issues that can often be addressed or reconciled through a better understanding of organizational culture.

Role Conflict or Ambiguity

New student affairs professionals are often torn by conflicting job demands, differences of opinion with supervisors, or having to do things they do not want to do or are very uncomfortable doing, such as terminating another's employment. The experience of role conflict can be especially severe for those who make the transition directly from senior year in college to the first position in student affairs. Although many entry-level positions today require or prefer a master's degree, many others require only a baccalaureate degree; as a result, the transition sometimes takes place in a matter of days, as one goes from being a student, i.e., one of the group to being in charge, i.e., a leader. The dissonance caused by role conflicts can be especially overwhelming at this stage, when organizational understanding, influence, and the power to resolve the conflicts are lacking. One new professional offers an example of this anxiety:

> ***What was most difficult was having to separate from the group of Greek leaders. We thought we had developed such a very strong working relationship with them, everything was going so well. We really thought this was the best group of leaders yet. But while we were at the conference, and they all started drinking right there in front of us... We knew they weren't of legal age, and yet they did it right in front us. I'm not sure if they wanted us to do something or not, but we couldn't stay there with them. It would have been like sanctioning their behavior. I just couldn't believe they would put us in that kind of position ...I thought we all were friends but they crossed the line that night and I don't know how to go back now. —[Greek Advisor]***

Another aspect of dissonance is role ambiguity, which arises when the new professional is unsure of the scope and responsibilities of the job, job objectives, and colleague expectations (Rasch, Hutchison, & Tollefson, 1986). Positions may seem very clearly defined on paper, but so much of every student affairs administrative position falls under the *other* category of the job description that the true scope of a job seems ever-evolving and, sometimes, never-ending. The expectations of colleagues and supervisors also play a role in defining the scope of a position, depending on the organizational culture. In small colleges, for instance, it may be tacitly understood that administrators are expected to attend various institutional activities regardless of the relationship of the activities to their specific position. At both large and small institutions, involvement in committee work may be an unstated but important element of job responsibilities. As with other elements of culture, these expectations may not be articulated until they have been violated in some way.

It is also true that while organizational charts and position descriptions provide an interpretation of the reality of the job, many basic functions cut across organizational lines and formal reporting structures (Sandeen, 1996). In part because of the inter-related way in which units work together to serve students and in part because of the inherently political nature of educational organizations, new professionals must understand the culture within their own primary work unit and also of the other units with which they work on behalf of students. A sense of dissonance can arise as one straddles different cultural boundaries, where norms, values, behaviors, jargon, and rewards differ.

Lack of Systematic Evaluation and Feedback

Everything was going fine...or so I thought. The students liked me, we were doing some really exciting things, and had come together as a team in a really short time. So you see why I was so shocked to get my six-month evaluation and find out the supervisor didn't want to keep me, that she felt I wasn't "working out." I was very honest about myself when I interviewed; they said I was "just the kind of person they needed!" I never saw it coming. —[Assistant Activities Director]

In every setting, there are processes or sets of experiences by which newcomers learn the norms, values, and behavioral expectations. During this early period of socialization, issues of role conflict are either lessened or heightened (Louis, 1980), as the new professional tests his or her expectations about the position against the realities of the real work environment. If the gap in expectations is too great, the resulting dissonance may lead to the person leaving the position. Feedback, both positive and negative, can be very important during the first few months in closing the expectations gap and relieving dissonance. Most new professionals rely heavily, although not exclusively, on their immediate supervisor for feedback (Coleman & Johnson, 1990). At the same time, colleges and universities are notoriously weak in providing systematic, timely, and constructive feedback to employees. The socialization period may not even include training—or at least sufficient training for new professionals to feel their questions are resolved. Newcomers, especially those who are in their first post-degree professional position, may be unsure of which questions to ask or afraid of appearing too insecure, and so may be particularly reluctant to seek feedback actively and early on, thereby increasing their own sense of stress and transition dissonance. This is often the case for women and people of color who may be underrepresented and, therefore, feel more at risk.

Professional Opportunities or Lack Thereof

Most people accept a position because they believe opportunities will exist for personal and professional growth. Problems can arise, however, when such opportunities do not materialize. Promotion is often associated with an increase in decision-making authority, control of resources, and opportunities for having an impact on the organization and for making changes. Many associate directors, directors, and deans are actually more constrained by demands on their time, increased responsibilities, and the structure, values, and norms of their units than it at first appears (Mills, 1993). Those aspects of student affairs work that appeal to many new professionals (i.e., working closely with students, programming) are engaged in less frequently, or at least more narrowly, by senior administrators.

Horizontal movement is often proposed as an alternative means of enhancing one's job and expanding one's skills prior to moving up in the organization (Young, 1990). Certainly this strategy can be a good choice. At the same time, depending on whether the move occurs within or across divisions in the same or a different institution, opportunities may vary substantially. Prior comparable experience is not always seen as such, and, as a result, lateral moves may perpetuate a "life at entry level" cycle rather than offer an opportunity to gain broader experience. Finally, opportunity is in large part a result of who is ahead of you on the ladder, as noted by the following new professional:

When I found out I was going to shift over full-time to the Advising Center after having worked there part-time for a year, I was thrilled. They told me my knowledge and expertise were going to be invaluable to the new team and I couldn't wait to get started. What they didn't tell me was that, in the new structure, the Director calls the shots...all of them. I may have expertise but I'm not getting to use it. Most of the time, I'm just supposed to sit there and do what's handed to me...Now I'm just looking to move out. —[Advising Center Counselor]

NEW PROFESSIONALS MUST RECONCILE THEIR OWN PERSONAL EXPECTATIONS WITH THE PROFESSIONAL REALITIES OF THE ORGANIZATION.

As seen in this example, a supervisor unwilling to delegate important responsibilities or share "plum assignments" and committee activities effectively limits the growth, development, and institutional exposure of fellow administrators (Amey, 1991). New professionals must be aware of the impact of the hierarchical and personnel structure of their organization on how they think about themselves, their mobility, and opportunities.

Academic or Experiential Preparation

The higher education/student affairs master's degree provides an orientation to the field and initial employment experiences, often in the form of paid assistantships and for-credit practica. From a review of programs listed in the 1994 ACPA *Directory of Graduate Preparation Programs in College Student Personnel*, it is clear that most entry-level graduate programs provide common academic experiences for their students. The experiential component of degree programs, however, are particularly variable, most notably in the extent to which classroom skills and work experiences are mutually transferable. It is not always clear whether the combination of class and out-of-class experiences adequately prepares new professionals to "hit the ground running" in their first post-degree positions and to succeed in the profession (Ambler, Amey and Reesor, 1994), a question that is most pressing in the minds of students themselves, as noted by the following new professional:

My classes in the master's program were fine; I learned a lot from my assistantship too - a ton. But it was like living in two different worlds! The faculty hadn't been in practice for a long time, some of them not at all, and the supervisors, well, they just kept saying, "Don't give me theory. This is real life!" I wish we'd had more of an opportunity to bridge the gap. Sometimes it was hard to know which way to go.. —[Recreation Services Director]

Because there is no specific undergraduate academic preparation (i.e., no undergraduate major in student affairs), people enter the field from a wide variety of disciplines. This is obviously true for positions requiring only a baccalaureate degree but also for those positions requiring only a master's degree. Previous work experience is almost as varied as academic major: an admissions recruiter may come from work in the private sector and a financial aid counselor may come with a law degree. The mix is rich. The generalist nature of entry level student affairs professionals and graduate degree programs serves the institution well in enabling it to attract a multicultural work force. But, for new professionals, this same generalist approach can often lead to insecurity, a sense that "others *must* know more than me" and to feelings of being overwhelmed by all there is to know and learn.

Each of the four dilemmas described above can cause dissonance for new student affairs professionals. At the same time, curbing the confusion, closing the gap between expectations and reality, and learning to deal with the work environment can be accomplished by employing strategies for understanding organizational culture. Since the degree of dissonance created by these dilemmas, and by many others, is a function of the specific institution and unit, the analytic tools presented are generic. The specific solutions reside within each new professional and the individual circumstances of employment and career.

Theory to Practice— A Cultural Framework for Professional Survival

New professionals will not likely find many quick fixes for eliminating the gaps between expectations and realities as they try to survive and thrive in their organizations. At the same time, many issues that hit new professionals head on, such as those described above, seem to stem from the organization itself. One strategy that is often overlooked by new professionals is to make an effort to understand organizational culture and become a more effective organizational analyst. As one newer professional stated,

The best course I took while in grad school was [on organizational governance] where we talked about decision making, and politics, and why things work the way they do, and how to figure it all out. **This *is what I really needed to know to survive!***

In presenting an analytic framework for this chapter, I adapted Tierney's (1991) six essential components of organizational culture: environment, mission, socialization, information, strategy, and leadership. Understanding the dynamics of culture through analysis of these six organizational components can help reduce potential dissonance that results from a gap between the expectations and the organizational and political realities of the job. Being familiar with the values, norms, rituals, symbols, myths and impact of leadership helps new professionals to recognize those behaviors and strategies most likely to succeed (or not to succeed) within their unit. Understanding the culture provides administrators with a means not only for assessing their institutions and departments but also for identifying tasks and appropriate roles for themselves, thereby reducing some of the dissonance created by role conflict and role ambiguity. As Whitt (1993) suggests, "the potential reward [of discovering the culture of an organization] is greater understanding of both the visible and the tacit elements—the furniture, scripts, and invisible props. . ." (p. 93). Organizational analysis is not a cure for all the difficult times facing new professionals. Other important factors influencing administrative effectiveness and success are: sense making; awareness of ideologies, rituals, and symbols that motivate and alienate members; identifying key supporters and networks; and re-conceptualizing leadership as an embodiment of these ideals.

Environment

Just as every organization has multiple external and internal environments that have an impact on effectiveness (Bolman & Deal, 1991; Weick, 1991), student affairs divisions operate within many internal environments (e.g., departments within divisions, levels of directors within departments) and external environments. Some are located outside of the specific division but within the same institution, such as academic affairs, business affairs, and athletics. Others are external to the college or university altogether, such as national Greek organizations, the community, private sector suppliers, and the federal government. On a daily basis, not all internal and external environments exert great influence on the work, but, in some ways, these environments shape the context of work and even the daily tasks and assignments of new professionals. New professionals who believe that they only work for their direct supervisor are taking a very shortsighted and narrow perspective. Supervisors help define the environments that are most important, which is helpful, but often new professionals become so engrossed in performing the tasks for which they were hired that they fail to grasp and understand the larger contexts. For example, changes in national accreditation standards in professional degree programs such as business or education might at first seem irrelevant to student affairs work; indeed, many new professionals may even be unaware that accrediting agencies exist. Yet, when looking more closely, those involved with recruitment, scholarships, educational support services, and cultural support services may see changes in their work as they help students adhere to these new (and usually higher) academic standards.

An example much closer to home is the importance of understanding beliefs held about student affairs professionals by non-student affairs units within the college or university. At some schools, for a variety of reasons, the professional staff and the faculty work closely together, especially in areas affecting students. Collegial relationships abound, faculty involvement in programming activities is the norm, and co-curricular activities are seen as valuable contributions to the overall growth and development of students (Kuh, Schuh, Whitt, et al., 1991). At other institutions, academic and non-academic units are more separate and even perceived as antagonistic (Komives & Woodard, 1996). Individual interactions may be cooperative, but real collaboration is less likely. The interdependence of units and professionals in serving the student is either less valued or less well understood. In these settings, new professionals are often caught off guard and dismayed to hear their work described as, "taking a load off faculty shoulders," "interfering with students' study time," or "not central to the institutional mission" when budget cuts are being discussed. Becoming an effective environmental scanner, both inside and outside of one's immediate office, helps in understanding which influences matter most and how values and beliefs held by others will have an impact on the daily activities of the new professional. Such scanning is a key element to succeeding in an institution.

Mission

At some point or another, every new professional comes in contact with a student handbook or a piece of recruitment material that contains the institution's mission statement. Usually a lengthy and lofty text, the mission statement supposedly describes what an institution does, how and for whom, and sometimes even provides a discussion of the social, ethical, and educational beliefs that shape the institutional context (Lyons, 1993). Divisions of student affairs often have their own mission statements that reflect the larger institutional mission but also describe more specifically the work of the division in relation to students; individual units within a division may have their own versions as well. As guiding texts, these various mission statements provide a loose framework for organizing daily activities; as cultural artifacts, they often do not explain what really happens in the lives of new professionals.

Kuh and Schuh suggest that "The 'living mission' of a college is how students, faculty, administrators, graduates, and others describe what the college is and is trying to accomplish" (1991, p. 12). These descriptions of purpose help the new professional understand more fully what the practice of student affairs means in each institutional context. Looking for areas of both agreement and disagreement in others' depictions of the office's mission gives a clearer sense of what the office really is about, for whom and how it will work. New professionals can find descriptions of purpose in a vice president for student affairs' comments at the fall semester division gathering, in a director's design of professional training, in the criteria presented for staff evaluation, and in day-to-day talk around the office. The messages may not be the same. Greatest agreement may exist at smaller, private liberal arts colleges where frequent interactions among faculty and staff reinforce a set of beliefs, values, and traditions (reflecting a stronger organizational culture) while the greatest disparity may occur at the large, research university where multiple sets of beliefs, values, and traditions likely exist. Institutional and, therefore, student affairs units' missions can also be affected by history and heritage, organizational type and complexity of purpose, and type of student served.

Finding consistent messages is only part of the assessment; recognizing places where mission and belief statements conflict is also critical to success as a new professional. When the espoused mission, i.e. what we say, diverts from the mission in use, i.e., what we do (adapted from Argyris & Schon, 1977), the new professional may find that a lack of agreement about the goals of the unit exists, that a sense of common purpose does not drive or shape decisions, that there is less than strong support for work done within the unit by those external to it, and that a clash has developed between institutional or unit activity, or both, and one's own value system. Remembering that the mission exists both on paper and in the minds and actions of members should lead to a different kind of questioning during the interview process and a greater awareness of the culture during the early socialization period when new administrators are often preoccupied with learning specific tasks and buoyed by the euphoria of a new job.

Socialization

All organizations engage in rituals and ceremonies for the welcoming of new members. These activities may be as limited as having newcomers complete the perfunctory employment forms and purchase a parking permit or as extensive as having them attend orientation programs and staff retreats. In the same way that we think of orienting students to campus or initiating inductees into student organizations, student affairs units *bring new members into the fold* through planned activities and help create a sense of meaning about the work, the unit, the members of the unit, and the larger college or university. In addition to providing an idea of who's who and what's what, socialization, as Tierney (1991) describes it, is a process of becoming aware of and indoctrinated to the norms, beliefs, and values of the organization. This socialization process is related less to the tasks of administration than to the development of social consciousness, less concerned with short-term job tasks than with long-term direction and purpose. As the new professional begins to develop an identity as a member of a department and to gain a sense of self within the larger student affairs profession, socialization often plays a key role in providing the knowledge of what is required to succeed and to excel.

One thing that affects both early and on-going socialization is the professional anchoring of an individual's position to the department and the institution. Professional anchoring refers to the primary orientation and interaction patterns of a position. For example, does the position demand that one work most often with employees in the same office or unit (internal) or with those in other offices outside the unit (external)? In many ways, it can be argued that student affairs as a department embraces a very interactive, externally oriented set of positions because members work with so many non-student affairs people to get the job done. New professionals in advising or educational support services, for example, quickly come to understand the importance of building close relationships with faculty departments as well as with admissions and student orientation staffs (Amey, 1991). Such an external focus keeps the new professional aware of the larger college or university and its culture and method of functioning because attention is not primarily directed within the unit.

At the same time, many student affairs positions seem very internally focused on a daily basis, either within the office or program itself or on students, rather than on interactions with other non-student employees. Such positions tend to be fairly self-contained and emphasize more depth than breadth in professional growth. Advanced positions within student housing, for example, may require specialization and thereby will not encourage the same range of increased broad institutional knowledge. Individuals in more internally anchored positions may have to create their own opportunities, apart from job responsibilities, for developing relationships and interacting with the broader college community. The networks and support systems one develops can help with this, and institutional volunteerism, such as committee work, is another excellent way to stay connected outside the office (see Chapters 4 and 6 of this monograph).

Information

Tierney's (1991) fourth essential component of organizational culture is information. In assessing the organizational and political realities, an early task of new professionals is to determine what constitutes information, who has it, and how is it disseminated. Even in a highly structured organization, where memos, written records, handbooks, and standard operating procedures abound (Birnbaum, 1988), information does not only flow hierarchically, from the top down. Certainly this is the case as one moves into organizations characterized as more collegial or political (Birnbaum, 1988; Bolman & Deal, 1991). New professionals must become skilled at gathering information from multiple sources and in multiple forms. Waiting for "official word" may mean missing an opportunity or not being able to avoid a crisis. In such situations, the relationships that have been developed with key colleagues can be critical to getting the job done effectively and efficiently. Knowing whom to call for the "right" answer is not always a function of a person's position on the organizational chart.

New professionals also become quickly aware of the multiple points of view that exist in every college or university. Gathering information from multiple sources allows for a kind of triangulation, where one can draw conclusions based on points of agreement among sources (Patton, 1990). This can be critical in curbing rumors, creating coalitions, and seizing creative opportunities. Informal networks also provide important information, serving as critical sounding boards for ideas and as ways of gathering feedback for professional growth and development. Learning with whom one can work closely and developing those relationships is not often a conscious activity, though research on academic leaders suggests it should be more intentional (Winship, 1991). As one new professional explained,

> ***Rich and I have a standing lunch the third Thursday of every month. He's been here two years longer than me, and works in [another unit], so I'm always looking to him for advice, to figure out what's*** **really** ***going on. He's been great to talk with, and introduces me to lots of folks he knows. —[Hall Director]***

Strategy

Many new professionals believe that most decisions are straightforward, that the designated leader has the final say-so, and that their own authority is very limited. Many others sought or were hired into an institution that touted a team or participative approach to management, where everyone would be involved in decisions and discussions of mission, goal setting, and evaluation. Still others believed they were being hired into one of the two approaches described above but found the reality to be very different. It is important to recognize the difference between talk and action, between espoused theory and theory in use related to decision-making (Argyris & Schon, 1977) and to become aware of the way things get done as quickly as possible. All of these aspects reflect what Tierney (1991) calls "organizational strategy." Strategy, as a component of culture, is often overlooked because of its perceived complexity, yet it is a central feature in navigating the organizational waters.

Becoming familiar with both the obvious and the subtle ways in which decisions are made—who is involved and at what level, and what the penalties are for ineffective decisions and the rewards for effective decisions—is part of understanding your unit. Unfortunately, these things are often learned by trial and error and by observing rather than by questioning others. New professionals can begin gathering information about the strategies used within their own office early in the socialization period by asking some basic questions. Is this the kind of unit where the director signs off on everything before you are allowed to move ahead? Are symbols and symbolic meaning (including something as simple as event T-shirts) prevalent and effectively used throughout the office? At department meetings, is everything discussed, from what to give the secretary on his birthday to next year's budget proposal? A clear sense of proper procedures, cliques, active counter-cultures, and the informal networks that abound in every organization helps a new professional work more effectively and efficiently, build supportive connections, capitalize on opportunities, and succeed more consistently on behalf of students.

Leadership

Organizational charts show those in positional authority, the formal leaders of the unit (even though "leader" may be a misnomer in terms of their actual behaviors). One must pay attention to the organizational culture to discern those whose title (or lack thereof) and position belie their role as leader—the informal leaders of the college or university. New professionals willingly accept the leader status of those in positions of authority, but it is often the informal leaders who wield more power and influence over daily activities in student affairs. A long-standing mid-level director may not appear to be as strong a leader as her senior level supervisor if one judges only by title and position, but her institutional knowledge and well-established reputation as a team player may allow her to exercise significant leadership throughout the division. Another person may live (or work) next door to the college president and so is often able to raise important issues and concerns without an appointment, even though he holds an "assistant to" position, which is often seen by administrative theorists as indicating low status (Moore, Salimbene, Marlier, & Bragg, 1983). Good practice, organizational intuition, and a willingness to get involved are often the key to informal leadership, more so than title and place on the organizational chart.

A CLEAR SENSE OF PROPER PROCEDURES, CLIQUES, ACTIVE "COUNTER CULTURES," AND THE INFORMAL NETWORKS ... IN EVERY ORGANIZATION HELPS A NEW PROFESSIONAL WORK MORE EFFECTIVELY AND EFFICIENTLY.

People who are motivated to choose careers in student affairs tend to look early on for ways to develop and exercise their own leadership. If a culture of leadership exists at the institution, then members throughout the organization engage in on-going professional development and organizational learning (Senge, 1990). Senge suggests that real leaders, who may or may not hold positions of formal authority, are open learners themselves who inspire in others the confidence and will to work collectively to create new answers and identify new issues (Lewis, 1994; Senge, 1990). In many ways, this is similar to the learning imperative to which we subscribe in working with students. If Senge is right, one's place in the formal organizational hierarchy is less important than one's exercise of personal leadership; this can be an important lesson for new professionals to remember.

I never saw myself as a leader before — that really sounded so "out there" to me. I'm a helper, and I guess being the leader always seemed less important. And then I sat on two committees, and there were things to be done, so of course I just jumped in to help get the work done and all of a sudden everyone is calling me the leader, looking to me for leadership. It was weird! I guess that's what I was doing, but I also kept saying to myself, "Who am I? I don't have that fancy office or a long title." No one seemed to be worried about that but me.... [Multicultural Affairs Counselor]

As this practitioner learned, new professionals must remember the close link between effective leaders and effective followers. Much of what is written focuses only on the leadership side of the equation. The bookshelves of senior administrators are full of works by leadership strategists promoting seven steps or five keys or eight things to remember. While these books have their place, the work of those who promote effective followers (De Pree, 1993; Kelley, 1993; Lee, 1993), team leadership (Bensimon & Neumann, 1993; Heider, 1989), and servant leaders (Bogue, 1994; Pollard, 1996) are equally important and perhaps more vital to the multicultural higher education institution of the future. In addition, because leadership within student affairs itself is changing only slowly, it is important for new professionals to see themselves in leadership roles where role models may not yet exist. Blackmore (1989), Ravekes and Cross (1990), and Ideta (1996) are only a few of the writers presenting different lenses for examining (and finding!) leadership that departs from traditionally perpetuated images and narrow bands of acceptable behavior (Morrison, 1993). Whether through readings, conference participation, networking, or insightful supervisors and role models, new professionals should consciously strive for opportunities to engage in leadership/followership development and begin to see themselves as potential leaders in their organizations and in the student affairs profession.

Conclusion

Many of the dilemmas facing new professionals present difficult challenges not easily resolved through cookbook philosophies or "how-to" lists. Becoming an effective organizational analyst changes the nature of questions asked during job interviews, perhaps leading to a better initial institutional fit. It also presents a different way of interacting with the college or university, the student affairs unit, its members, and even the job itself.

New professionals are busy learning the specific tasks required of their position, making personal transitions, and going through numerous balancing adjustments during the first few months on the job, many of which are addressed in subsequent chapters of this monograph. At the same time, if new professionals take an organizational, analytic approach to their own professional transition, such as Tierney's (1991) framework described in this chapter, they will think about issues such as: what are the important units with which they will interact? What are the agreed upon values and beliefs of their unit and where is there disagreement? How will they get connected within and apart from their office? Who are the key people to know and why? Where will their support systems be? How do decisions get made and by whom? And who are the informal leaders as well as those in positions of authority? Using this approach encourages new professionals to ask different questions and attend to different aspects of their work environment, especially during, but certainly not limited to, the first few months on the job, during the socialization period when gaps between expectations and job realities can most easily be addressed.

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CHAPTER 2

Toward an Ethic for the Profession

THOMAS E. MCWHERTOR AND DAVID S. GUTHRIE

Higher education sage Clark Kerr (1994) writes that "ethics will not go away... On campus, students have been raising more ethical questions, particularly since the 1960s, and this has forced administrators and boards of trustees to give them greater attention. This has made campus governance more difficult, since issues of ethical conduct are not subject to easy agreement... It can even be said, without too much exaggeration, that higher education is in a crisis of ethics. (p. 147)

Many, if not most educators in America's colleges and universities—including student affairs professionals—quickly agree with Kerr's appraisal. Perhaps more often than not, what is right seems elusive among various stakeholders' contentions that their respective perspectives on an issue are most important or valid. Likewise, balancing competing interests in making decisions and identifying appropriate courses of action may seem impossible and perhaps may make effective decision-making impossible.

In this chapter, we want to foster a dialogue about how the so-called "crisis of ethics" might be addressed. We include several "voices" of new professionals at various points throughout the chapter as a means of noting that fascinating, challenging dialogues are currently occurring on this subject.

Although we will refer to ethics per se, we are more concerned about an *ethic* for the profession. That is, new professionals need to consider the implicit values that give form and nuance to their behaviors and actions. These values emerge within four particular contexts: personal, institutional, professional, and legal. In turn, these contexts provide the situations in which the particular principles of one's ethic are framed and where one's ethics are displayed. By emphasizing both contexts and principles, we hope to offer new professionals a foundation upon which to base more effective ethical decision-making.

A Conceptual Framework for A Professional Ethic and Ethics

Ethics is a word used easily and often in everyday speech. Given this familiarity, one may even assume that substantial agreement exists regarding its meaning and, at a certain level, this assumption may be accurate. That is, many may equate ethics with principled behavior, particular personal characteristics, or appropriate or "right" actions, and they would not be wrong in doing so. At another level, however, we are all aware that people's ethics vary. One person may cherish honesty at all costs while another considers a "harmless" fib ethically appropriate behavior.

Beyond how people may define and practice ethics, we sense that considerably less awareness exists regarding the nature of an ethic. Whether due to a reluctance of the individual to divulge a reason for engaging in a certain action, a lack of self-reflection regarding underlying values, a lack of time always to consider what may lie behind specific actions, or some other issue, conversations about one's ethic seem comparatively rare. Simply deciding *what* we should do often outweighs any efforts to consider *why* we should decide to do what we do.

What may be most helpful to new professionals is an exploration of the contours of an individual's ethic as it is expressed in his or her ethics. Acknowledging that ethics may vary given various circumstances, a possible framework in which to make sense of ethical behavior within the profession is presented. In this chapter, we offer: a) an overview of the contexts in which a new professional's ethic is shaped and exists; and b) several fundamental principles and related guidelines that are crucial to a new professional's ethic and provide bridges to ethical behaviors that we believe should characterize professional practice.

The Contexts of a Professional Ethic

The appropriate place to begin is with a succinct definition of an ethic. We use *ethic* to refer to the ultimate values or principles that one holds. *Ethic* is a derivative of the Greek word *ethos*, which denotes the essence of one's character. As such, a person's ethic is a reference to those fundamental persuasions that define an individual's character, a description of the self at the core. Moreover, a person's ethic is the wellspring of his or her actions, decisions, and behaviors and is expressed in his or her ethics, at least ideally and most of the time. Someone may, however, as Dalton (1993, p. 90) warns, "say and not do." For example, a dean of students may espouse an ethic of integrity but act with malice in dealing with a personnel matter.

We believe that four interrelated contexts contribute to the development of a new professional's ethic: a) personal; b) institutional; c) professional; and d) legal. These contexts contribute to the shaping of an ethic from which a new professional "does ethics" in responding to and resolving the day-to-day situations and dilemmas that are present within these very same contexts. These contexts not only shape the ethic or values of new professionals but serve as the arenas in which their ethic and ethics are expressed. Each context is elaborated more fully below.

The Personal Context. A new professional's ultimate values—his or her ethic—are clearly shaped by personal characteristics and experiences. Family history, ethnicity, personality traits, gender, religious commitments, race, socioeconomic background, individual accomplishments, academic performance, and physical characteristics, among other factors, shape ultimate values and commitments. Further, these personal characteristics are more than simple demographic descriptors. That is, considerable meaning lies behind being a twentieth-century middle-class consumer, a college graduate, a male, an Italian American citizen, and a nominal Methodist, whether or not one intentionally attaches meaning to these terms. These meanings emerge from both past and present settings as individuals, groups, communities, and nations live out their ultimate values and commitments. Being unaware of the current and historic meanings that accompany personal characteristics does not enable one to transcend their influence.

In sum, new professionals do not arrive at their institutions unformed, *tabula rasa*, nor do they live within the profession as if other aspects of life do not exist or never existed. Rather, they bring certain values to their jobs and to the profession that have been forged through life circumstances and experiences. New professionals who acknowledge and seek to make sense of the assorted components of personal context heighten their ability to perform effectively in and out of the profession. In contrast, new professionals who devalue the personal context by eschewing self- knowledge, practicing self-deception, or projecting personal problems onto others significantly limit their efforts to facilitate learning among students and to serve others both on and off the job.

Given this potential impact, it is surprising that many of the prime sources on ethics in the student affairs profession (National Association of Student Personnel Administrators, 1990; Winston & McCaffrey, 1983; Winston & Saunders, 1991) either downplay or ignore altogether what we consider an integral component of the discussion, namely an individual's personal values. New professionals would do well to examine the ways in which their own life circumstances and commitments shaped and continue to shape their essential values and the ongoing expression of these values in institutional, professional, and social arenas. Equally important, new professionals may find it helpful to consider more consciously the relationship and symmetry of their personal contexts to other contexts, particularly to the institutional and professional contexts of their ethic.

THE NEW PROFESSIONAL'S ETHIC IS EXPRESSED [WHEN] DISCUSSING A MARRIAGE PROBLEM (PERSONAL), A COMMITTEE REPORT (INSTITUTIONAL), A DISCIPLINARY HEARING (PROFESSIONAL), OR A HIRING PROCEDURE (LEGAL)...

The Institutional Context. Although the personal context of an individual's ethic is most often overlooked in the canons of student affairs ethics, the role that an institution plays in shaping an ethic also is frequently downplayed in the discussion. The Standards of Professional Practice of the National Association of Student Personnel Administrators (Winston, Anchors, & Associates, 1993, p. 600) urges professionals to "Agree[ment] with Institutional Mission and Goals;" similarly, the American College Personnel Association (Winston, Jr., et al., p. 596) considers "Responsibility to the Institution" one of four essential ethical standards for student affairs professionals. Though the section concerning the institutional context is a brief one in these documents, the sentiment expressed is important. It is imperative to consider the impact of institutional context on the ethic and ethics of new and experienced professionals. Student affairs professionals do not exist in a vacuum. Rather, they work within larger institutional arenas that include particular histories, organizational structures and protocols, overarching missions, internal and external politics, embedded legacies, and the like. Moreover, student affairs professionals do not work in isolation from the fundamental purpose of the college experience—student learning—or from the other institutional constituencies that are connected to the learning enterprise. Consequently, it is essential that new professionals account for and seek to understand "where they are" institutionally. What may be an ethically acceptable approach at one institution may be grounds for dismissal at another; it is wrongheaded to assume that what works at one college will work at all colleges.

Identifying the formal and informal policies that make up in an institution's culture is a necessary first step. Examining how these policies have been and are being interpreted is equally important. Colleagues within the institution or colleagues at similar institutions are often good resources for this valuable information. In the final analysis, new professionals must strive to understand the institutional contexts in which they exist, as well as the ways these contexts correspond to the personal, professional, and legal dimensions of their ethic.

The Professional Context. We now turn to the particular context of an individual's ethic that receives the most attention by far in the student affairs literature. As noted, our sense is that the personal and institutional dimensions of an individual's ethic have been minimized in favor of emphasizing what appropriately may be called the professionalization of professional ethics. Notwithstanding this concern, we acknowledge the importance of the professional context. New professionals have chosen a vocation in which much information is available and many guidelines exist regarding the anticipated values and behaviors that accompany membership (Council for the Advancement of Standards, 1986). Clearly, new professionals should not overlook these resources; they are signposts to professional integrity. Whether one consults Young's (1993) "essential values," Winston's and McCaffrey's (1983) or Winston's and Saunders' (1991) ethical values and decision-making models, Canon's (1989) ethical standards, or the National Association of Student Personnel Administrator's (1990) or American College Personnel Association's (1989) "standards" (all of which have considerable overlap), the point is that the profession calls on its members to embrace fundamental values in implementing their work; being a new professional includes acknowledging if not striving to adhere to the guidelines of the profession. Moreover, as Dalton (1993) suggests, new professionals do well not only to incorporate these professional values and behaviors personally but to transmit and promote them among student, faculty, and staff colleagues as well. Only such intentional efforts will, over time, produce a environment conducive to effective ethical decision-making (Canon, 1993).

Professional values are not only transmitted by written statements, but they are passed on among professionals interpersonally as well. In this regard, professional networks are strategic in developing one's framework of knowledge and in holding one accountable to act responsibly with students and peers. New professionals need to establish networks of colleagues with whom they can confer, from whom they can learn, and to whom they can be accountable in everyday decision-making as a hedge against the myopia that comes from working independently within an institution and the errors in judgment that inevitably occur when one works in isolation.

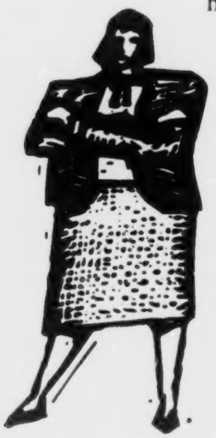
Trusted collegial networks become increasingly important in times when new issues, such as technology, confront the field. With the growing preponderance of e-mail communication, listserves, and the World Wide Web, new professionals saw a whole new set of issues introduced into the field in the last several years—and will see many more in the years ahead. Many policies developed for other media may be applied to these matters, but entirely new issues arise as well. Acting professionally and ethically requires relying on other professionals to help navigate new challenges such as these; the professional dimension of one's ethic should not include autonomy. Needless to say, balancing the professional context of one's ethic and ethics with other contexts requires constant attention and may become a source of mild dissonance or blatant conflict.

The Legal Context. The legal context of an individual's ethic also receives considerable attention in student affairs literature. Due at least in part to the profession's increasingly close involvement with students' rights issues as well as the specter of an ever-more litigious culture, consideration of the impact of legal issues in the formation of a new professional's ethic is unavoidable. Colleges and universities are significantly affected by what Bellah and associates. (1992, p. 80) refer to as the "administered society," in which national, state, and local laws, regulations, and ordinances affect every area of life. Given the increasing range and nuance of issues within the student affairs profession, it is vitally important for new professionals to be current in legal matters. Developing expertise in knowing when an issue does and does not have legal ramifications is essential, especially given the seeming ease with which affronted students currently appeal to the "l-word" (lawsuit). Moreover, gaining experience in clarifying the relationships, if any, between legal considerations and the other contexts mentioned above is a worthy goal.

Two additional comments are relevant before moving on. First, a new professional's ethic is expressed within the entire range of relationships, including professional associations. That is, a new professional's ethic is not simply a personal matter that is expressed in personal contexts alone but rather operates among each of the contexts mentioned above, with others who have membership within these contexts. This suggests that the new professional's ethic is manifest in his or her on-the-job relationships with supervisors, subordinates, students, colleagues, parents, and external stakeholders, among others. The new professional's ethic is expressed whether he or she is discussing a marriage problem (personal), a committee report (institutional), a disciplinary hearing (professional), or a hiring procedure (legal) with a student, supervisor, or peer.

Second, a new professional's ethic is not static. Although linking an ethic with ultimate values may conjure up impressions of longevity and uniformity, we suggest that an individual's ethic is always being refined. As new professionals exist within personal, institutional, professional, and legal contexts, they experience glories and glitches in each that continuously modify their ethic. Likewise, the people with whom a new professional co-exists—regardless of the context(s) of these relationships—offer significant contributions to the ongoing development of his or her ethic. In short, a new professional's ethic shapes and is shaped by his or her ethics, including the contexts and relationships in which both an ethic and ethics occur.

Crucial Principles for a New Professional's Ethic



Thus far we have defined an ethic and emphasized four contexts that both shape it and function as the arenas in which it is manifested. We also have noted that these contexts are interconnected and that a new professional's ethic is always in process, changing as contexts and persons with whom he or she is interacting change. In this section, we offer three principles that, according to our view, lie at the heart of an ethic for student affairs professionals: a) be informed; b) maintain integrity; and c) practice justice. In this regard, we share Winston's and Saunder's (1991) concern for "normative ethics" (p. 331). Those familiar with other sources on ethical practices in the student affairs profession will note a similarity between our stated principles and others, and perhaps this is as it should be. For example, Rickard (1993) offers truth, freedom, and justice as the three essential values of the profession. Despite apparent similarities, we also attempt to add certain nuances to the three principles. In the end, our hope is that new professionals will enact these principles regardless of context and company, at and away from work, now and into the future.

Be Informed. Over 400 years ago, Francis Bacon stated: "Knowledge is power." Indeed, a knowledge base is essential to any field, including the student affairs profession. As noted above, successful new professionals must have foundational understandings of the personal, institutional, professional, and legal contexts within which they operate in order to accomplish given tasks. Taking advantage of the literature that offers guidelines and principles relating to professional and legal contexts of the student affairs profession is simply part of the job. Overlooking the following two areas, which are often given short treatment in the literature, limits important information:

1) *Self-knowledge* is a lens through which people understand their work, other people, and the world. As a result, it is incumbent on new professionals to evaluate their strengths and weaknesses, their commitments and biases, since these affect the ways they understand their daily tasks and relationships with students and peers. A new professional at a religiously-affiliated college

understands the importance of self-knowledge as indicated by his remarks:

> ***I am faced with discipline situations involving students as part of my work. The challenge for me is that the philosophy of my institution is somewhat different than what I believe and what I was taught. It was important for me to realize my own values in order to function as effectively as possible in my institution.***

Self-knowledge is the root of a new professional's success and, therefore, it should be explored and developed regularly as his or her life proceeds and duties are carried out.

2) *Institutional Knowledge*. The nature of a new professional's work varies greatly from institution to institution, given the obvious differences between institutions, i.e., between the small private college, the community college, and the large public university. Even broader differences may exist in mission, tradition, and culture among outwardly similar institutions. A new professional must understand institutional context and account for it in applying professional and legal standards.

Thus, it is essential for new professionals to gain access to a full range of information. This necessitates a continual effort to understand oneself, one's institution, the accepted guidelines of the profession, and the law. In addition, it is important to note that these knowledge bases are not only interconnected but dynamic as well. As a result, new professionals must be attentive to information sources, their interplay, and their fluctuations in an effort to shape their behaviors effectively in and out of the work environment (Elfrink & Coldwell, 1993).

Maintain Integrity. A consistency of character and relationships—integrity—is essential to life and work for all people. Discussions of ethics within the profession often turn to a well-worn phrase: "Do no harm." Although this may be an essential concern, it requires greater clarification than is frequently offered. A number of basic ideals underlie such an outcome, and they must be developed in order to enhance the welfare of those served by new professionals.

1) The *individuality* of each person is a foundational principle of operation for new professionals. People live in communities marked by relationships of all sorts. The rights of others and their communities must be respected, yet all must be free to make their own decisions about life issues, their own thoughts, and various ways of expressing them. New professionals must respect the individuality of students and peers and avoid coercion and unduly limiting options for others.

2) *Honesty and truthfulness* are foundational to relationships with others. New professionals who are dishonest or unscrupulous will undermine their effectiveness with students and peers. If new professionals are not truthful or cannot be counted upon to do what they say they will do, seeds of dissension will be sown and working relationships will be damaged. New professionals are wise to let "yes" be "yes," so far as it lies in their power to do so.

Honesty and truthfulness also demand that new professionals do not promise more than they can deliver. This starts in the interview process, where often the tendency is to promise whatever it takes to get the job. This is not truthful, however, and common sense says that it is unwise because it puts a new professional in a very awkward position if held to these promises. Similarly, promotional materials must maintain truthfulness or they will inappropriately promise what cannot be delivered. Truth in advertising is a useful catch phrase in this regard because it will give those who enroll or participate in a program an accurate set of expectations and a realistic possibility for fulfilling those expectations at an institution.

3) *Confidentiality and trustworthiness*, arguably the complementary counterparts to honesty and truthfulness, are vital ideals for new professionals to pursue. Personal matters must remain between them and the students or peers who have shared their confidence. Note the retrospective observation of one new professional from a private institution in the midwest:

It was sobering to see just how my lack of confidentiality undercut my credibility with peers and institutional leaders. It was a hard way to learn an important lesson.

If one promises to keep something in confidence, that promise must be kept. This is a significant matter for new professionals who must conscientiously work to avoid gossip and violation of confidences in the daily course of their work.

4) *Discretion* is a complex but important virtue for new professionals. To be discrete does not simply mean to be "secretive;" rather, new professionals must be discerning, forthright, and above reproach. Vested interests, financial matters, and sexual relationships are just several of the areas where discretion is required. New professionals should distance themselves from conflicts of interest wherever possible and disclose possible conflicts where they unavoidably exist. Not only should the petty cash box be monitored with accurate accounting, but consensual sexual relationships between colleagues or with students should be approached with great care due to the significant potential for misunderstanding. When they do occur, these relationships should be handled with honesty and trustworthiness.

5) *Referrals* are a final practice associated with the principle of maintaining integrity. There is sometimes a tendency among new professionals to seek to expand their abilities and experience by attempting to handle every situation. For example, a new counseling professional at an Eastern university stated:

I was flattered when a student so quickly confided in me, telling me about a deep-seated family problem that was significantly affecting her ability to function. My initial response was to marshall all of my graduate training and personal skills on her behalf. Unfortunately, it was only when she became more confused and quit therapy that I realized I should have referred her to another, more experienced colleague.

New professionals must be prepared to refer matters beyond their respective levels of experience or competence to others who can better address specific matters—medical professionals, clinical psychotherapists, clergy, financial advisors, and more experienced peers, among others.

In summary, maintaining integrity demands respect for the individuality of students and peers, honesty, confidentiality, discretion, and the wisdom to make appropriate referrals. As rare as integrity may be in our day, new professionals with integrity may serve effectively as "wise friends" (Willimon, 1993, p. 1018) to students and peers alike.

Practice Justice. The daily work of new professionals involves practicing justice. At first glance, this may seem appropriate given the student disciplinarian role that many new professionals perform. On closer inspection, however, it is important to see that justice cannot be an element of this particular task alone but must an element of most, if not all, functions of a new professional. The importance of just practice in the student affairs profession is illustrated below by focusing on three specific functions of justice.

1) *Equity* is a common standard in North American society. Equal treatment of people regardless of race, gender, religion, disability, sexual orientation, and socio-economic status is a foundational principle in all fields. Equity means that people ought to receive even-handed treatment regardless of their uniqueness or distinctiveness, but it is not always that simple. As Kitchener (1985) explains, competing interests must often be balanced, and individual differences must often be taken into account, which can easily lead to justified inequities to compensate for shortcomings and disabilities. These are often difficult decisions to make, yet the art of practicing justice must be continually a goal.

THREE PRINCIPLES ... LIE AT THE HEART OF AN ETHIC FOR STUDENT AFFAIRS PROFESSIONALS: 1) BE INFORMED; 2) MAINTAIN INTEGRITY; AND 3) PRACTICE JUSTICE.

2) Another important aspect of practicing justice is *impartiality.* New professionals must deal with students and peers in an impartial manner. Neither preference nor prejudice can be shown to various parties without compromising justice and trust. A new resident hall director from a public university makes the following point:

> ***My friendship with the hall leadership made it very difficult to be impartial when several of them violated institutional standards that I was required to enforce. Yet, it was clear that I had to be impartial or I would undercut both my friendship with them and my credibility as the resident director for all of the students.***

Impartiality is related to individuality in that people must be respected in themselves, not given favor or denied equal treatment. There is a human tendency, however, to form opinions that shape our treatment of others. New professionals must make every effort to avoid showing preference or deference to students or peers in spite of the desire to affirm friends and avoid strangers or those considered as "other."

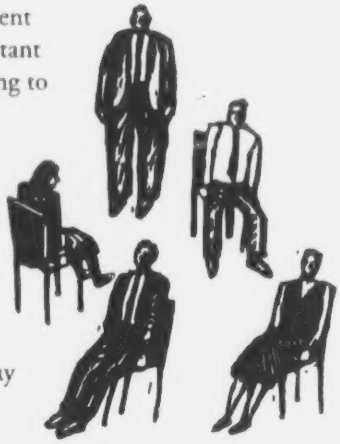
3) *Consistency* is an essential aspect of being just. Inconsistent justice is an oxymoron. Justice requires a sense of the wholeness or togetherness of the fabric of actions and decisions. If rules and policies are in place, they ought to be enforced in a consistent manner. Consistency demands that small matters are not ignored one day and big issues the next, or that one person or group is held to a standard different from others. Inconsistency will erode trust, betray

impartiality, and violate equity; it is antithetical to the kind of management and relationships that affirm people and establish justice.

Interpersonal conflicts in the workplace offer one of the common arenas in which practicing justice is important. New professionals frequently find themselves in the midst of interpersonal conflicts with students or colleagues and must navigate these waters carefully. Regularly standing for equity, impartiality, and consistency will assist new professionals in addressing such conflicts. When they do occur, great care must be taken to ensure that one does not use position to enforce a biased solution. When intervening in interpersonal conflicts, new professionals also do well to remain impartial and to seek justice, not simply accommodation. Otherwise, the problem often re-occurs in another form at a later time. Sorting through the baggage that various parties bring to such conflicts may be tedious, but it is crucial.

Although practicing justice for some new professionals most frequently takes the form of adjudication (e.g., resolving a violation of a student conduct code), it includes much more. For example, within the larger institutional context, practicing justice is an important consideration in the hiring process. First, the posting of a vacancy itself must be just. Are posted jobs truly available as advertised? Are the qualifications and the range of responsibilities accurately listed? Is the vacancy really open to all applicants, or are specific preferences clearly stated along with a supporting rationale? Second, the process of consideration must be just. Will candidates be given the opportunity to demonstrate their qualifications for the position? Will they be given equal consideration, regardless of race, gender, religion, disability, sexual orientation, or socio-economic status? Will communication with all candidates be equitable, efficient, and impartial? Finally, the salary and benefits offered must be equitable within the institution (and the profession). Differentiation based on education or experience is normal, but other forms of discrimination are unjust. New professionals must make every effort to practice justice in hiring and in personnel matters in general.

In addition to providing direction to adjudication and policy formation efforts, practicing justice is also a relevant issue in new professionals' direct work with students. That is, being just necessitates that new professionals affirm students' individuality as well as their common traits. On the one hand, affirming the individuality of students requires recognizing the uniqueness of students' backgrounds and needs and responding to them through programming, services, advocacy, and interventions. To do otherwise is to treat students as all the same and, from our perspective, sacrifices justice in the process. On the other hand, new professionals must acknowledge that all students have common needs (e.g., safety) and common personal attributes (e.g., cognition) and then actively seek to meet these common needs effectively as well as guarantee opportunities for growth with respect to common personal attributes. Ultimately, if new professionals fail to recognize that students have common needs, attempt to meet these common needs inappropriately or poorly, ignore students' common personal attributes, or take no initiative to assist students in these common areas of human development, justice is compromised.



A final word about practicing justice in the student affairs profession. Justice is a lofty goal, but it is important that the means as well as the ends are just. It is tempting to look at a situation and determine a desired result; navigating a course to arrive at that outcome is another matter. Great care must be taken to ensure that new professionals do not sacrifice procedural justice in an effort to achieve a just conclusion of a matter. To do so is to undermine the commitment to justice that must underlie the whole process and violate the integrity of the process. Compromise and accommodation undercut justice and integrity and may lead to more dilemmas in the future.

Being informed, maintaining integrity, and practicing justice involve personal, institutional, professional and legal dynamics that must be explored and applied in the warp and woof of daily student affairs efforts. There also must be congruity in how student affairs professionals work out these principles in various contexts. A new professional working in student activities underscores the difficulty of establishing such congruity:

The challenge for me is that my system of beliefs may not always mesh with the beliefs of colleagues, supervisors, and the institution in which I work. For example, what I view as just is not necessarily what my institution views as just. The dilemma then is how to maintain justice to self and justice to the institution.

The challenge for me is that my system of beliefs may not always mesh with the beliefs of colleagues, supervisors, and the institution in which I work. For example, what I view as just is not necessarily what my institution views as just. The dilemma then is how to maintain justice to self and justice to the institution.

Notwithstanding what this new professional refers to as "the challenge," new professionals must seek to harmonize how they practice justice personally, institutionally, professionally, and legally. Conversely, the contours of being informed, maintaining integrity, and practicing justice will be defined according to the particular institutional context in which these principles are practiced.

Hypothetical Scenarios

Now that we have outlined a framework and some guiding principles for the ethic and ethics of new professionals, it may be useful to examine how they may be put into operation. Fictional scenarios, representing possible real-life situations that a new professional may confront, are presented below. The paragraphs that follow each scenario spin out several ways that it may relate to a new professional's ethic as well as some of the principles that may come into play. Read the briefs and consider how the matter could be addressed. Then look at the perspectives and questions raised in the subsequent explanatory paragraphs.

Brief #1

Four finalists have been interviewed for a job and the selection committee, on which you serve, has found two candidates well qualified for the job. The committee has reached consensus on which is the best candidate of the two, but you have personal knowledge that this candidate is gay. Although this is a public institution which does not discriminate based on sexual orientation, your concern is that two of your colleagues will have significant difficulty working for a gay supervisor. Since hiring this person will cause conflict in your division, how should you proceed? Should you press for the second best candidate to avoid conflict among your colleagues? Should you talk privately with the Dean of your division, alerting her to the possible problems involved with hiring the candidate whom you know to be gay? Can you opt to do nothing?

It is clear that the gay candidate is perceived by the search committee to be the best person for the job. The process identified him as such and both integrity and justice require that he be offered the position. Professional guidelines and the law concur, both of which are reinforced by the public mission of the institution. There are also other matters entering into the discussion. First, there is the matter of confidentiality and discretion. Do you have the obligation to keep secret what the candidate did not reveal in the interview process? Is the candidate's sexual orientation a matter of public record if you have personal knowledge of it? Will you be acting in a trustworthy manner if you reveal the candidate's sexual orientation—or if you do not reveal it? Which is an honest way to proceed? Second, there is the issue of equity. If people are passed over due to sexual orientation, is the process equitable? A related third issue is impartiality. Will not preferences and prejudices be operating if the top candidate is denied the job? The fourth issue is the consideration of truth in advertising. Did the position posting state that it was not open to gay men? If not, how can a person be eliminated for reasons related to sexual orientation? A final issue is consistency. Needless to say, articulating a non-discrimination policy while at the same time discriminating is clearly inconsistent.

Given a different new professional serving on the search committee, or a different institution, profession, or legal code, this case may be construed quite differently. Consider a different institutional context. A private institution may develop its hiring policy in accordance with its mission to obligate applicants to uphold and abide by certain moral or religious principles. In such a case, sexual orientation requirements may have been clearly articulated and used as a basis of judgment in decision-making. Accordingly, the new professional may be acting in a completely ethical manner in choosing between candidates on such a basis. In such an institution, a new professional perhaps should feel compelled to make such a decision—regardless of the sentiments of the majority of the committee. A new professional's ethic and ethics are a complex mix of personal, institutional, professional and legal contexts—in every case.

Brief #2

Your small college is experiencing significant financial difficulty, due in large measure to an overtaxed financial aid program. The Dean of Enrollment Management has redesigned the admissions policy to ensure that those with more financial resources are admitted and enrolled instead of those less able to pay, as many higher education institutions are doing in this new fiscal environment. Instead of using merit criteria alone for admissions and wait-list decisions, ability to pay will now be a significant factor in admissions decisions in an attempt to relieve the college's fiscal difficulties. As a new professional, finishing your first year as an Admissions Counselor at this institution, you are faced with a dilemma. Your graduate training has convinced you that such a practice is unfair to less financially endowed students who are well-qualified for admission. Moreover, you know that such practice violates the Standards of Good Practice for the National Association of College Admissions Counselors [NACAC] to which the college ascribes. What recourse do you have as a new professional? What obligations, if any, do you have? Should you discuss this with the Dean of Enrollment Management, forget it, or look for a new job?

This situation is one faced by many colleges and universities in our day, as financial exigencies come to the fore, and it must be addressed squarely and honestly. First, there is the matter of professional and legal standards. Is it legal and appropriate to base admissions decisions on ability to pay? It appears to be legal, but professional guidelines, like NACAC Principles of Good Practice, caution against using financial ability as a test for admission. At the same time, there is much debate in the profession as to whether this is a good principle when institutions are no longer able or willing to fully meet the financial needs of the students whom they admit. The profession is in the midst of change. Some argue, on the basis of professional principles or personal morality, that it is unfair to admit a student without also supplying the means to finance the enrolment. Although the available options are all legal, personal and institutional contexts seem to be pressing for changes in long-standing professional practice, and this case illustrates the *dynamic* nature of personal and institutional contexts. Now more than ever, new professionals must consider and apply ethical principles to chart the course ahead, underscoring the need to pay attention to the particular contexts in which the issue must be considered.

At this point, principles like truthfulness, equity, impartiality, and consistency again come into play according to a particular institutional context. Concern for the institution seems paramount in the case presented, that is, doing something to address financial aid budget matters. There is a real tension between the ideals of equity and impartiality and the financial stability of the institution. If such a change in admission policy goes forward, how will decisions be made that are equitable and impartial? Similarly, how will financial ability be weighed in the balance of academic ability and other factors of suitability for admission? Further, will prospective students be told that these decisions are being made in an effort to have "truth in advertising?" More simply, what will prospective students be told at all? How will new professionals feel about their role in shaping the composition of the student body under this kind of admission policy? How will academic integrity be maintained? Will an adequate number of qualified students with financial ability apply? Will others refuse to bother because they remain unconvinced that their perception of inequity is mistaken? This is a complex issue which reaches into the core of the ethic of the student affairs profession. When one considers that personal commitments and professional legacies are also intimately connected to this issue, it is easy to see how complex these issues really are. At some point, a new professional may even have to seek employment more compatible with his or her personal or professional ethic.

Conclusion

It is impossible to cover everything in a single chapter. The emerging issues facing new professionals today require them to take seriously their responsibility to develop an ethic and ethics that equip them to address issues in an informed manner, while maintaining integrity and practicing justice in personal, institutional, professional, and legal contexts. New professionals who consciously develop their ethic before the hard cases present themselves will be ready for the rough-and-tumble of everyday ethical decision-making. Probing the contexts, principles, and ideals of ethical decision-making is a helpful way to work out one's ethic and we encourage it. Understanding the personal, institutional, professional and legal dimensions is essential as well.

The new professional, however, need not be limited to themes in this chapter to develop ethical insight and experience. Talk to peers about ethical dilemmas and how they can be navigated. Work out better responses for future instances of those same dilemmas. Subscribe to periodicals such as *Synthesis: Law and Policy in Higher Education* or *The College Student and the Courts*, or examine one of the recent books on the subject (Fried, 1997; Young, 1997) to explore ethical and legal issues in higher education. Take time to initiate frank discussions with supervisors and others in your institution about matters they anticipate you will face and their suggestions for ways to address them—and do not be satisfied with canned answers or unlikely resolutions to real problems.

Whether you anticipate them or not, be assured that ethical dilemmas will confront you in this profession. An ethical character which is sensitized and habituated to "doing the right thing" will more successfully work with students, peers, and supervisors in a manner that is well informed and manifests integrity and justice. Only then will new professionals be well equipped to strive for what is best for all, which is far better than simply "doing no harm."

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CHAPTER 3

Supervisor as Architect, Catalyst, Advocate and Interpreter

RANDI S. SCHNEIDER

New student affairs professionals come to their positions with varying levels of training in the area of supervision. Some are not actually *new* professionals, having had supervisory experience outside of student affairs while others begin supervising without previous professional experience. In either case, the complexity of supervising student affairs staff requires an ability both to adopt a flexible approach to supervision using multiple perspectives and to communicate effectively across the many disciplines from which people come to this profession (Dalton, 1996).

Unfortunately, student affairs graduate coursework and practical experience typically do little to enhance these abilities or to provide the background necessary to support early success in a supervisory role (Schuh & Carlisle, 1991). While some graduate programs provide opportunities for on-the-job supervisory training through assistantships, trial by fire is often the primary training tool. As one new resident director wrote:

When I started working, I was thrown into supervision without any real training. It is as if the department said, 'Here is your staff—do what you want.'" [Resident Director]

This chapter attempts to fill this gap in professional preparation by focusing on using multiple perspectives in the supervision of student affairs staff.

Not surprisingly, there is no single body of knowledge that encompasses the area of supervision. An understanding and an appreciation of multiple perspectives can be useful to the supervisor in student affairs. Since academic preparation, practical experience, values, cultural background, and style preferences differ from person to person, supervision is a complex process requiring approaches tailored to each situation and individual.

Schuh and Carlisle (1991) define supervision as the "relationship where one person has the responsibility to provide leadership, direction, information, motivation, evaluation, or support for one or more persons" (p. 497). For the purpose of this chapter, Bolman and Deal's (1991) organizational leadership issues are added to this definition in order to encourage a multiple perspective of supervision. Bolman and Deal challenge leaders to broaden their organizational perspective by developing a wider range of choices in their leadership repertoire. Supervisors must consider their role in light of organizational structure, human resources, politics, and the culture of the organization. Therefore, *supervision,* as used in this chapter, is: ***The formal relationship of one person to another where there is a prescribed role requiring one person to provide to another in a structured hierarchy leadership, direction, appropriate resources, evaluation, and support within the context of an historically based institutional culture.*** Though closely related, the prescriptive formality of the supervisory relationship is what differentiates leadership from supervision.

Much of this chapter relies on an organizational perspective utilized by Bolman and Deal (1991), who describe organizations using a four-framed model, with each frame or perspective providing a different set of ideas, values, and emphases from which to view the many issues a supervisor faces. The *structural frame* looks at formal roles and responsibilities, including rules, policies, and management hierarchies. The ***human resources frame*** focuses on the needs of individuals within the organization. The *political frame* is an analysis of how people and groups interact and compete (or both) in the organization for scarce resources. The *symbolic frame* analyzes the symbols, myths, and rituals that provide the roots for much of what happens within an organization. The four frames—structural, human resources, political, and cultural—can be discussed as separate organizational issues, but, in reality, it is the combination of the four perspectives that constitutes the dynamics of any given workplace.

Supervisors as Architects

The leader who sees the organization primarily through a structural frame is considered an architect. This type of leader focuses on the design and analysis of the organizational infrastructure (Bolman & Deal, 1991). In organizations, responsibilities are allocated to participants (division of labor), and rules, policies, and management hierarchies are created to coordinate diverse activities. Structures are the organizational elements that are seen (such as operations manual), the things that are measured (such as quantitative data), and the things that can be defined (such as a policy or the chain of command). All effective supervisors, in some way, must serve as architects. Whether one's role is to supervise peer educators, resident assistants, orientation leaders, secretaries, graduate assistants, or professionals, the supervisor's obligation is to provide and use the structures that support success. This is apparent in the words of one new professional from a counseling resource center:

> ***I started my job and had two weeks before being thrown to the wolves. The coordinator of training believed the most important part of training was team building. Unfortunately, that did not help me get ready for the task of providing educational programming to a campus with 15,000 students. I wanted to know the policies, procedures, and information necessary for doing my job. By the time my students arrived on campus, I was so stressed I could not think clearly.***

To reduce ambiguity, organizational structures often provide a fixed division of labor (Kuh, 1996). The distribution of a position description and an organizational chart assists staff members in understanding their role in the organization and seeing how that role fits within a department. A supervisor must also articulate basic expectations for the successful accomplishment of a particular job (Career Press, 1993). Performance guidelines help reduce the ambiguity that staff members feel in a new job or when starting to work for a new supervisor. Among the issues that relate to the structural aspect of supervision are the importance of documenting activity, following policies and procedures, working with unionized employees, and hiring staff.

Documentation

An essential element of structure is the documenting of organizational and supervisory activity. Documentation plays many roles in an organization, from maintaining records of important conversations to providing needed information for program planning. While a supervisor's emerging style and the organization's history will dictate when the documentation of personnel concerns is appropriate, a new professional should avoid underestimating the role that documentation plays in performance review. Maintaining adequate documentation and completing required forms can save supervisors from the trouble of dealing with misunderstandings in personnel decisions. In extreme cases, when staff performance leads a supervisor to consider disciplinary action, proper documentation saves time and frustration. Without documentation, supervisors must recreate history and may be unable to take disciplinary action due to lack of a proper paper trail. Documentation also can provide an excellent written record of support for salary increases and promotion. Sending a letter to document a behavioral problem or simply to say thanks is all part of supervision.

A supervisor must also understand the appropriate role of documentation in the culture of the organization and adjust his or her style to meet its needs:

The first time I sent a follow-up memo to my boss documenting a meeting and our discussion, he came into my office, threw it on my desk, and accused me of not trusting him. From that point on, I kept follow up memos in my file. [Assistant Dean]

If the department's tradition is such that the need for documentation does not exist, a supervisor emphasizing documentation may be seen as untrusting or overzealous. Likewise, a supervisor who has a low need for documentation may be seen as lazy and irresponsible in an organization where documentation is expected. If an organizational motto is, "if it is not in writing, it did not happen," supervisors who rely upon informal verbal communication may experience frustration. This example also points out how the frames through which the supervisory role is viewed—in this case structural and cultural—interact with and influence each other.

Beware of Shortcuts

One purpose of formal structure in organizations (e.g., policies, procedures, and rules) is to ensure fairness and equity in organizational functioning. Consider the experience of one resident director who relied on informal means of addressing a hiring situation:

I was supervising a group of security staff and realized I was in dire need of extra help. I had a friend who needed a job, so I hired him. I processed all the paperwork to get him on payroll, and everything seemed fine. A few weeks later a woman who had applied to work in my building inquired about the job, and I told her I did not need more staff. Apparently, she knew I had hired the guy who was a friend of mine and wanted to know why he got the job and she did not. I could not answer her and was embarrassed. The women filed a complaint, and, suffice it to say, my lack of proper hiring procedures did not bode well in the investigation. I was reprimanded, and the student complaining was offered the next job opening.

This supervisor intended no malice in the hiring decision. He needed an employee, so he hired someone. Reliance on informal practice, however, resulted in an unfair result and an embarrassing situation. Supervisors must know and follow appropriate procedures in fairness to members of the organization and for their own protection as well. If a particular policy is viewed as unnecessary or unfair, the supervisor should work to change it rather than circumvent it.

Labor Unions

Among the most structured of supervisory relationships are those that involve working with members of labor unions. Even for supervisors trained in the area of labor relations, the potential for confusion is significant. Some new supervisors resist the structures that are firmly in place for labor union affiliated employees, but it is incumbent upon them to become educated about campus policies related to unions and about the specific contracts involving their staff. Supervisors of unionized employees must understand the policies and procedures negotiated into the labor contract protect staff members and supervisors alike. Two of the most basic values underlying labor agreements are due process and individual rights (Carnevale & Stone, 1995); both are also values underpinning higher education (Carnegie Foundation, 1990). Rules are usually strictly enforced, and ignorance of the rules is not an appropriate excuse for noncompliance. Although ambiguity may exist in a supervisor's relationship with a member of the nonunionized staff, ambiguity usually does not exist in labor contracts. This new supervisor's comments may sound familiar:

I supervised six people, and one of those people was a secretary who was a member of a union. For fun, I let my staff leave the office early on most Friday afternoons. After five months I received a call from my supervisor because a grievance had been filed against me. One of the other secretaries had filed a complaint that I was giving my secretary a benefit that she was not able to have because her supervisor was following the rules of the negotiated contract. I had a meeting with the secretary who filed the grievance, my supervisor, the union steward, and the director of personnel. As it turned out, the union agreed to drop the issue if I agreed to hold my staff accountable to the contract. [Student Activities Advisor]

Recommendations for avoiding grievance problems include understanding labor law and union contracts, promoting good relationships with the union steward, maintaining a fair work environment, keeping an open mind when conflicts arise, and using appropriate investigation skills when resolving conflicts (Career Press, 1993). Supervisors of unionized employees do themselves a great favor by being knowledgeable about the parameters of the working relationship. In extreme cases, when a unionized employee is not performing up to expected standards, it can be difficult to work within the labor contract to hold the employee accountable. A supervisor with just cause to confront a unionized staff member must also be ready to deal with the bureaucracy. It is easy to fall into an *us versus them* mentality when dealing with unionized staff, particularly in times of conflict, but that merely erects another barrier. It is important to realize that unions exist to protect their employees, and new professionals must work with them accordingly.

Hiring Practice and Policy

Hiring new staff is the most important way to shape the future of an organization. Part of supervision is participating in search and selection procedures; part of hiring is knowing the expectations and practices outlined by law, organizational policy, and our profession's ethical standards. This section does not address this issue in depth other than to indicate that a new professional must be aware of the laws and policies related to hiring. For instance, supervisors must consider recent developments regarding hiring policies which vary from location to location. If a department has a personnel officer, that person often will have a working knowledge of how the hiring procedures fit into the framework of legal practice. This person is important to know, especially for a new professional involved in hiring for the first time in a particular organization. If there is no human resources officer or supervisor with a knowledge of proper practice and a new supervisor has questions about the hiring process (time lines, forms, documentation, letters, etc.), the campus human resources or affirmative action office can likely assist in reviewing hiring plans. New professionals who supervise student staff members should keep in mind that on some campuses the hiring and firing of student staff is considered minor in comparison to issues related to professional staff and faculty, but it is expected that practice will be within the ethical standards of field. (See Chapter 2 for further discussion of ethics.)

Supervisor as Catalyst

Bolman and Deal's (1991) second frame is human resources. The supervisor who is a good manager of human resources is seen as a catalyst, because he or she promotes high performance among staff members. The human resource frame, based on the concepts and research of organizational and social psychology, starts with the premise that organizations are made up of individuals who have needs, feelings, prejudices, skills, and limitations. From a human resource perspective, the key to effectiveness is to tailor organizations to people while addressing these underlying issues (Bolman & Deal, 1991). The effective supervisor empowers and supports personnel so they may reach the highest levels of personal and professional achievement. An effective catalyst knows how to lead and serve the people within the framework of expectations, procedures, and policies established by effective architects.

While the architect's metaphor for an effective organization is that of the well-oiled machine, the catalyst sees the organization as organic—as alive and growing. In student affairs, building effective teams is really a process of bringing out the best in the people who work in the organization. Effective supervisors know that the individual personalities of their staff members are as important as their job descriptions. The catalyst recognizes that when there is a good fit between the person and the organization, both will benefit. The following example from a new professional combines the issues related to good fit with those related to the structure of the organization:

When I started working in student activities at [institution], I was overwhelmed. I had gone to a school where nobody cared about rules. There are so many policies, so many procedures, so many rules where I work now. My boss is kind and gives me as much help as he can. But I am not happy and need to leave. [Student Activities Programmer]

From the perspective of an architect it is important to understand policy and from the perspective of a catalyst to understand the people the policy affects. The dynamics of human interaction can provide excellent supervisory learning experiences and growth for both the leader and the followers. Among the skills and issues associated with the human resources frame are communication, training and development, cross-cultural supervision, and performance review.

Communication

Effective communication skills are among the greatest assets of the supervisor (or any employee). Paying attention to and effectively communicating with staff members is a foundational skill in supervision. Staff members have important things to say, may know more about what is happening in the organization (or with students) than their supervisor, and may feel much better about their role in the organization if they know their supervisor is listening. Communication, when carried out effectively, is a two-way street.

Research shows that when employees are given an opportunity to participate actively in their work environment and to have their ideas listened to, significant improvements occur in both morale and productivity (Bolman & Deal, 1991), as noted in the experience of this new professional:

> ***I never felt like my perspective while working at [institution] was valued. My colleagues and I spent hours talking about the lack of input we had into our department. In my new job I feel like my input is valued. I can give you 100 reasons why I prefer coming to work now that I feel valued as a person. Now when I go out with my colleagues we rarely talk about work in a negative way. We talk about our families, our vacation plans, or funny things that happened to us at the office. [Financial Aid Counselor]***

Delegation as Staff Development

Most professionals like their jobs to provide autonomy, variety, challenge, and enjoyment. Supervisors must learn how to delegate interesting projects to staff members who are ready for new challenges. Often the only way to find out if people are ready for new challenges is to ask or to provide the challenge and monitor the results. Delegating a project is particularly difficult for supervisors who like to maintain a high level of control. The ability to provide appropriate guidance on a project (based on the skill level of the staff) without being too controlling is a difficult balance to achieve but an important skill to learn. Even so, supervisors should remember that the more people they have doing innovative and interesting work, the more productive their staff and department become. It reflects positively on the supervisor and provides excellent experience to the staff. If the supervisor is the only person doing innovative projects, the whole team suffers.

AVOIDING GRIEVANCE PROBLEMS INCLUDE[S] UNDERSTANDING LABOR LAW AND CONTRACTS, PROMOTING GOOD RELATIONSHIPS WITH UNION STEWARDS, MAINTAINING A FAIR WORK ENVIRONMENT, KEEPING AN OPEN MIND...AND USING APPROPRIATE INVESTIGATION SKILLS WHEN RESOLVING CONFLICTS.

Staff Training and Development

Kaufman (1994) labels the human resources of an organization as *human capital.* This idea parallels traditional notions of organizational capital, which refer to the financial resources available to corporations and other organizations. Kaufman (1994) argues that investing in human capital is important in order to have a high quality labor force and an effective organization. When supervisors invest in their employees—including helping them to gain greater skills, increase their knowledge, and maintain good health—the investment results in a happier, more highly skilled, more motivated, and more effective work force. The investment involves reallocating work time for education and training (Kaufman, 1994). For new supervisors this means that staff training programs should include helping people improve their job performance (e.g., how to program, how to advise a student group, how to handle a disciplinary referral), and it also means helping people grow in areas outside of their jobs (e.g., personal wellness, career advancement). Good training and development programs take into consideration the needs of the organization and the needs of the individuals. Training and development can occur in group settings (e.g., formal time for staff development in the weekly schedule) or individually. Allow time during one-on-one supervision meetings to discuss ways that you, as a supervisor, can enhance the professional development of each staff member by creating individualized learning opportunities.

Supervision and Multicultural Issues

Cross-cultural supervision can be challenging. Performance issues must be treated in a fair and consistent manner, without regard to factors such as gender, race, sexual orientation, and disability. If a supervisor is uncomfortable in a supervisory situation due to some cultural (e.g., racial, ethnic, international) or related (e.g., gender, disability, sexual orientation) difference, it is the supervisor's responsibility to identify the root of his or her discomfort and take appropriate steps to address it. Being selected to supervise others does not eliminate a person's own experience, biases, or stereotypes. In fact, to assume that one does not have biases is perhaps the greatest obstacle to self-learning and effective cross-cultural supervision.

In recognizing the need to learn more about a particular difference (e.g., supervising a deaf staff member for the first time), the supervisor should not place responsibility solely on the staff member but must take the initiative to learn about those who are different. New professionals in supervisory positions, both members of groups in the majority and those who are marginalized in the institution, should reflect on their experiences and assumptions in relation to the supervision of people viewed as culturally or otherwise different from themselves.

Other issues become evident when trying to transform a department or organization into one that is more culturally inclusive. One new professional's situation illustrates the complexity of trying to address multiple needs of the organization—in this case staff diversification and consistent policy enforcement:

> ***I worked on a campus that had low African American enrollment and a very hard time recruiting African American RAs. The residential life program wanted to increase its number of African American RAs. The tradition of residence life dictated that all RA staff meetings took place on the same night, and this expectation was made clear during the hiring process. As it turned out, the campus Black Choir held its mandatory practice on the same night and many African American student leaders were members of the Black Choir. On our campus the Black Choir was a primary support mechanism for students. I was approached by several students regarding the possibility of waiving the requirement for attendance at the weekly staff meeting, so that African American students could be involved in the choir, and serve as RAs. [Complex Director]***

Using Bolman and Deal's (1991) framework suggests that the decision whether to waive the attendance requirement or change the meeting time and day can be viewed from several perspectives: structural (e.g., pre-existing policies communicated to all staff, policies to consider future requests for accommodation), human resource (e.g., the needs of the individuals versus the needs of the organization), and cultural (e.g., exploring why the meeting has been traditionally held at on that day and at that time). Although the appropriate course of action is not always clear, focusing on a single perspective provides a limited view that may be subject to biases or pre-existing assumptions that serve to maintain the status quo.

Performance Review

Investing in human capital means more than providing training and development opportunities for staff members: a supervisor must also find ways to assess their continuing performance. The ability to review performance fairly is an important skill to develop. Student affairs professionals who plan a career path that includes supervision must learn the key supervisory skill of giving both positive and constructive feedback to their staff.

Performance review does not mean the same thing to everyone. A student affairs professional who once worked in a corporate setting had been evaluated on purely measurable criteria. "If I made my goals, I was a good employee." In student affairs, a performance review is often less measurable. Additionally, different supervisors use evaluation as a tool to achieve different ends. According to Bolman and Deal (1991), an architect might see the review process as a way of distributing rewards and controlling performance, while a catalyst would see it as a way of helping staff members grow and develop. A supervisor can use the performance review to exercise power in appropriate (to influence) or inappropriate (to manipulate) ways. A review can be an important yearly ritual or a habit that supervisors (and staff) learn to dread. The purpose of performance review and the criteria used to evaluate performance must be communicated to staff members by the supervisor.

Evaluating performance is something that should be part of an on-going feedback loop. The loop does not begin at the performance review. The loop begins on the day that staff tasks are defined and expectations are negotiated, continues at every supervisory meeting, leads to the formal performance review, and culminates with the articulation of new staff expectations. Staff members ought to be given an opportunity to provide feedback on the expectations of the organization as well as to appraise their own performance (a self-evaluation).

The annual performance review may be a time to review previous feedback discussions, but it should not be a time to say, "Surprise—I think you are going to get fired." If evaluation material presented to a staff member comes as a surprise, it means that the supervisor is not giving enough on-going feedback. And, while supervisors are busy providing constructive ways for members of their staff to improve performance, they should also be providing appropriate positive feedback. If giving constructive criticism is difficult, supervisors should consider finding at least one positive for each constructive issue presented. If there is nothing positive to say in a performance review, supervisors should ask themselves: "Why is this person still working for me?" The answer could be political (e.g., a person cannot be fired because he or she is related to the Chancellor) but could as easily be that the supervisor is not providing sufficient structure and feedback.

Additionally, new professionals should determine if their departments provide opportunities for staff members to evaluate them as supervisors. Giving staff members a process by which they can provide feedback to the supervisor is invaluable. If there is no formal mechanism for this type of feedback, one should be created. Few people know the skills, foibles, and vulnerabilities of a supervisor quite like his or her own staff. This type of evaluation of the supervisor also provides a positive role model of on-going evaluation and self-development.

What staff members believe about evaluation is of equal importance. Even the simple rating scale used in a performance review process can cause stress. On a scale of one to five, it is important to define what a "three" represents. Supervisors should provide staff members with the knowledge they need to understand the "grading" scale. Additionally, it is imperative that supervisors use the grading scale in a consistent manner with members of the staff. The catalyst remembers that performance evaluation has to meet both human resource and organizational needs in order to be effective.

WHEN SUPERVISORS INVEST IN THEIR EMPLOYEES — INCLUDING HELPING THEM TO GAIN GREATER SKILLS, INCREASE THEIR KNOWLEDGE, AND MAINTAIN GOOD HEALTH—THE INVESTMENT RESULTS IN A MORE EFFECTIVE WORK FORCE.

Supervisor as Advocate

A new supervisor who views organizational activity through the political frame realizes that all action is not dictated by policy and all decisions are not made in formal meetings, as would be assumed by someone viewing the world strictly through the structural frame. Viewing the organization through the political frame encourages a focus on how different individuals and interest groups compete for power and for scarce resources in order to influence action and focus energy in an organization. The advocate, or the political supervisor, builds coalitions, serves as an advocate for his or her staff, and works the formal and informal systems for the benefit of the staff and the whole institution (Bolman & Deal, 1991). All members of an organization interact as political beings. Being apolitical or choosing to remain outside of the political arena is practically impossible and professionally irresponsible given the multiple obligations of the supervisor. The political frame encourages recognition of informal ways of influencing action in the organization in contrast to the structural frame, which focuses on formal means to ends and goals (e.g., through written policies).

In the political frame, supervisors work within systems composed of different interest groups that are constantly involved in bargaining, negotiating, compromising, and occasionally, coercing. For instance, reflect back on the example of the African American students who would like to stay active in the Black Choir and also be RAs. Numerous individuals and groups were involved in that case, each responding from their own needs and from their own perspectives. There are many possibilities for the dynamic interplay of organizational politics when dealing with virtually all decisions of consequence. Professionals in the supervisory role for the first time may be uncomfortable when a major conflict of this sort occurs. Wanting to be liked and to feel good about one's environment and relationships may exacerbate the discomfort, and when conflict arises, there may be an immediate sense of "what have I done wrong?" In the political frame, however, conflict is seen as inevitable, a natural and necessary element in the growth of the organization. When conflict is faced openly and honestly, relationships can build upon trust, and individual and organizational performance can be enhanced.

The Advocate and Power

Some professionals learn to dislike the word *power*, but power can be good or bad, used or abused. Power is the ability to perform or act effectively, to exercise influence or control. Supervisors need to be aware of the various types of power they have or have access to (and the power that others have) in order to enhance their ability to influence organizational action and obtain necessary resources.

The most obvious power available to a member of an organization is the power of position, i.e., the formal authority associated with a position in an organizational hierarchy. Even individuals high in the organizational hierarchy, such as directors, deans, and vice presidents, recognize that this type of power is limited and that other forms of power are necessary to influence the staff members they supervise. These include the powers associated with information, rewards, and access.

The power of information. Information is the life blood of an organization and of the individuals within that organization: information about resources, budgets, expectations, perceptions, outcomes, goals, changes, organizational history, and priorities. Having, controlling, and filtering information is an inevitable aspect of organizational existence. Supervisors are conduits for information flowing through an organization. And, while information flow may be seen as a structural matter—information flows up and down the hierarchy—all information is filtered in the process of communication. When information is selectively disseminated to influence decisions, it becomes a political tool. New professional supervisors must be aware of the importance of information and seek it out in order to enhance their performance and the performance of their staff. When supervisors recognize that all information is, inevitably, filtered and incomplete, they become more proactive in clarifying the data they receive and seeking the data they do not have. Supervisors are better able to do their jobs when they obtain and pass on necessary information to their staff members.

The power of rewards. In some organizations, supervisors do not hold the power to control formal rewards, such as salary and benefits, but there are other types of rewards, such as positive feedback, public recognition, professional development opportunities, job enrichment, and advancement, some of which are always available to the supervisor. Some rewards, however, are not under their control. As an example, consider this new professional's experience:

Where I work, the funds for attending conferences are controlled by a central office administrator other than my supervisor. The person controlling the funds is notorious for approving funds for some staff members, while making others virtually beg for conference funding. It is clear that the best way to get funds for conference travel is to "play up" to the person with the travel bud-

get. I'm not sure if the funds are allocated with a consistent eye for equity. However, most of us feel like the decisions are arbitrary. Perception is everything. [Conference Coordinator]

In a case such as this, the supervisor can serve as an advocate for members of her or his staff in order to save staff members from the humiliation of having to beg for professional development funds. In a sense, the reward doubles because the individual receives professional development funds *and* avoids having to beg for them.

The power of access. Having access to individuals and groups with power is another way for new professional supervisors to influence the effectiveness of their staff and to garner the resources they need. The first step is to discover the individuals and groups in the organizations who wield influence in the particular areas of interest to the supervisor (e.g., budgeting, policy-making). Access can then be formal, such as getting appointed to the budget planning committee, or informal, such as establishing a relationship with the chair of the policy and procedures committee.

In addition to information, rewards, and access, other types of power include personality (charisma) and expertise. Being aware of the bases of power in the organization (including one's own) and of ways to utilize them effectively is a major focus of viewing the supervisory role through the political frame.

Supervisor as Interpreter

The fourth frame of reference is that of organizational culture. Probably the most elusive of the four frames, it is a significant influence when dealing with campus and personnel issues (see Chapter 1 of this monograph). While organizations can be viewed as machinelike (structural frame), they also have qualities of a culture similar to those of the cultures of racial, ethnic, or religious backgrounds, that is, patterns of shared values, beliefs, assumptions, and symbols. Every organization develops distinctive patterns of beliefs and behaviors over time, many of which are subconscious, that are reflected in myths, stories, rituals, ceremonies, and other symbolic forms. Managers who can interpret and make use of the meaning of symbols have a better chance of influencing their organizations than do those who focus only on the other frames (Bolman & Deal, 1991).

Institutions of higher education are loaded with very powerful messages about who are members and what they believe. Consider why people cry when they sing the alma mater or why they paint their faces at football games. They do this not because there is a campus policy mandating emotion at football games but because rituals, heroes, and myths are powerful ways to share common meaning and experience within a culture. Faculty, students, alumni, donors, staff, law makers, administrators, parents, and others compete to have their voices heard on campus, but on Saturday afternoon, the crowd, composed of all of these groups, cheers for the football team. It is not accidental that college athletics has symbolic power in higher education.

The cultural frame takes the focus away from what the organization does and how it is done and places emphasis on why we do the things we do, that is, the meaning of organizational and individual action. The culture of the organization and institution often dictate how supervisors should behave. The *shoulds* that often begin as part of the formal structure become part of the culture. For example, the issue of documentation cited in the section on the structural frame will vary in emphasis and meaning depending on the culture of the particular organization. To the new Assistant Dean, following up a meeting with a memo meant that he was ensuring accurate communication; to his supervisor, it meant that the Assistant Dean did not trust him to do what he said he would do. Formally documenting meetings and agreements was just not part of that organization's culture.

As a supervisor, interpreting and understanding the culture as soon as possible increases chances of staff success. Time in the position helps but so does careful and sensitive observation of practices, reactions, language, and priorities. A new supervisor should observe what people do and listen to the stories they tell about the organization. Who are the departmental heroes and what did they do to gain such fame? What are the rituals of the department? On any campus, one can look around at the department or staff groups that seem to be the tightest knit teams. What are their special rituals? What are the inside jokes and special stories that made that team seem more cohesive? Skilled supervisors learn, over time, how to manage and shape the culture of their staff and of the organization. Practical examples of culture management are special banquets, award ceremonies, regular social gatherings, slogans, t-shirts, songs, and mission statements. One must, however, go beyond the surface meaning of activities to their underlying, more powerful, subconscious meanings. One residence hall director describes the discovery of the cultural meaning of the organization's annual retreat:

Everyone hated going on the annual staff retreat. So I thought. We complained about the heat, and the lack of amenities at the retreat location. The retreat became one of the most talked about activities of the year. We laughed about the things that happened, and spoke frequently and fondly of the late night conversations and games. But, we all just loved to hate the retreat. When a new director arrived, the retreat was eliminated. You wouldn't believe the amount of complaining we did about the change. The fall just was not the same without the camping trip. It's been years since the last major retreat, but people still tell stories about the people and the events surrounding that trip, even after we left the institution. It became clear that the retreat was the perfect way to bring people together. If nothing else, it was our own folklore.

This retreat was more than just a time for building a team. It was time when organizational stories were passed on to the new generation, a time for people to come together within the context of their mutual discomfort. It was part of the organization's culture. The example gives insight into the importance of rituals and their value beyond the obvious complaints people had about the retreat. If a new supervisor perceives that making a change in one of the department's rituals is necessary, care and caution should be taken. Change often is met with resistance, and change in an organization's culture could mean extraordinary conflict.

In the definition of supervision stated earlier, supervisors do what they do "within the context of an historically based institutional culture." Supervision does not occur in a vacuum. Supervisors need to be aware of the culture of the department as well as the overall organization and the cultures of the various constituency groups within the organization.

Integrating the Frames

The likelihood that a new supervisor will be a skilled architect, catalyst, advocate, and interpreter in his or her first position is slim. He or she will probably be most comfortable and effective with one of the four frames. One supervisor may be structure-oriented and thrive on budgets, operational calendars, and development of policy and procedures; another may be oriented towards the people in the organization and thrive on collaborative projects, relationships, and committee work. Regardless of where the supervisor is most comfortable, it is wise to practice viewing the organization and a supervisor's role in it through multiple perspectives. The supervisory role requires some skills from each of these perspectives, and focusing solely on one frame will cause important information or action to be missed.

As an example of the need for integrating perspectives, analysis of the typical RA staff meeting serves as a useful scenario. Questions are raised regarding structure (e.g., purpose, agenda, outcomes, degree of formality, required attendance), human resources (e.g., role of RAs, degree of collaboration), and politics (e.g., working together to influence departmental policy). From a cultural perspective, additional questions arise. Why are staff meetings important? Are they weekly rituals that enhance the performance of the group as a whole? Are they weekly requirements to pass along memos from the central administration? Does the group's culture support change, or does the status quo usually prevail? Considering situations from all four of Bolman and Deal's (1991) frames not only raises different questions but may lead to different outcomes and more effective decisions.

Another common example of the integration of the four frames is the seemingly simple issue of the role of the live-in staff member. One professional shared this story:

When I was a Resident Director (RD), one of the first items on my training agenda was "Please do not contact me in the evening unless there is a building emergency." Well, as it turned out, the previous RD in my building gave his RAs 24 hour access to the key to his apartment, so they could drop by and use the kitchen, watch TV, or just chat. Well, you would not believe how upset my staff became. They really felt as if I had taken away quite a major perk of

being an RA. And, they questioned whether or not I really cared about them because I didn't want them to call me after hours.

This RD was not obligated to allow her RA staff to have access to her apartment 24 hours a day. There were, however, ramifications from this change. The students may have associated the apartment and RD access as a reward for being an RA. The new RD took away the reward and, therefore, was perceived as using the power of her position in a negative manner. The veteran RAs passed along to the new RAs the folklore about the conversations they had with their RD while in the apartment in the late evening hours. The RAs translated the removal of the key from the desk as meaning the RD did not care about the RAs or what was happening on the floors. One seemingly reasonable decision quickly became a political and organizational cultural issue.

Conclusion

Understanding and integrating the four frames does not mean that all supervisory decisions will be popular and perfect. Supervisors increase the probability of making a good decision, however, when the decision is informed by the breadth of organizational understanding. Additionally, supervisors may have more empathy with individuals who are opposed to a decision when they see that the opposition is based in a particular way of viewing the situation. Improved decision-making, working relationships, and performance provide ample justification for trying to understand and view the organization through multiple lenses.

Yet, as any experienced practitioner knows, it is one thing to read about supervision and quite another to actually do it. Each person in a supervisory role falls somewhere on the continuum represented by the structural, human resource, political, and cultural frames. Each new professional has a unique style that, initially, will be a good fit for some individuals, staffs, and organizations and not such a great fit for others.

A supervisor may be an amazing architect, supervising a person who resents organizational structure, or an extraordinary catalyst, supervising someone who has a low need for relationships and a high need for structure. The successful supervisor employs multiple approaches in responding to the diverse needs of individuals within the context of the larger group.

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CHAPTER 4

Making Professional Connections

LORI M. REESOR

Discussing student involvement on today's college campuses is a common occurrence among student affairs professionals as we constantly search for ways to increase our students' connections to the campus community. Leading authors (Astin, 1984; Astin, 1993; Kuh, Schuh, Whitt, et al., 1991; Rendon, Hope, et al., 1996) have studied this topic in order to help us develop programs and practices that encourage students to be involved and connected. New professionals in student affairs have similar needs for involvement and connection. This chapter provides suggestions for networking with other student affairs professionals and developing relationships with mentors as well as recommendations for getting involved in professional organizations.

The Art of Networking

"How do you network? I am so shy. How does one go about networking?" Developing a network is an important part of professional development. For some, networking has a negative connotation. Many envision the old boy's network, with its connotation of meeting others to gain favors, loyalties, or personal influence (Pancrazio & Gray, 1982). Networking often sounds artificial and manipulative, but it is a means of meeting new colleagues and can be a collaborative, collegial process. Networking can be beneficial for an individual as well as a means for a group to advance. This is particularly true for women or people of color who find support with others outside the dominant group. Networks also enhance a profession by encouraging competence, communication, and support (Pancrazio & Gray, 1982). One description of a network holds that:

> [It] increases the probability of success for its individual members in numerous ways. It acts as an employment service. . . . It gives members useful

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Author's note: I would like to thank my friends who assisted with the editing of this chapter, particularly Deborah Richie.

professional, social, and political contacts, thus expanding their bases of influence. . . . A network also provides members mutually beneficial psychological and economic support. . . [A network can also provide] genuineness, empathy, respect or warmth . . . (pp. 16, 17)

Networking is a valuable tool that can be used throughout a career. According to Helfgott (1995), networking skills can help to: "increase your level of confidence; acquire mentors; tap into the 'hidden' job market; exchange valuable information, knowledge, resources, and contacts; give and receive advice and moral support; form long-term personal and professional relationships" (p. 60). As one new professional describes it:

[I think] networking is a process of meeting people, getting to know what they know, and letting them know what you know; exchanging information when it may be beneficial. Networking is important in job searches, research, and in learning about new things.

For the new practitioner, here are some basic suggestions for developing a professional network:

1. Network at all levels in the organization. Networking is not just an up/down issue. While there may be value to networking with individuals at higher levels, there are also benefits to developing collegial relationships with your peers or counterparts in other areas of the college. For example, if you work in admissions, having contacts in the housing department can assist you in being more successful in your position. Two new professionals share their thoughts about networking:

I find this [networking] easiest when I attend professional functions with another person who already knows many people and is able to introduce me. I find this less intimidating and easier to do. [Admissions Recruiter]

I think an aspect of networking that is often overlooked is peer networking. Most of us think of it as getting to know higher-ups who can help us out. The relationships with colleagues and classmates can be some of the most beneficial networks. [Scholarship Coordinator]

2. Intentionally seek out other colleagues. If there is an administrator on your campus that you especially respect and would like to get to know, then take the initiative. Ask him or her to join you for a cup of coffee or soda or for lunch. Set up a meeting. It is usually helpful to have a purpose in your meeting beyond building your network. Maybe the person is creating a new program and you would like to learn more about it, or maybe you are thinking about a doctorate one day and want to get his or her opinion. Most administrators have very busy schedules, and while they should welcome the opportunity to get to know new professionals, the meeting should be purposeful. Most administrators and faculty members (even the very busy ones) will be flattered by your interest and will take the time to meet with you. Examples of networking are shared by two new professionals:

I have realized that in order to network, you must get involved professionally with any opportunities that are offered and make yourself known. Atten-

dance is simply not enough—you must actively work at meeting more people, finding similarities between you and others, and keep in touch. [Admissions Staff Member]

I network by learning a little about people I come in contact with, whether that is at a conference, professional activity, or social event. [Financial Aid Counselor]

3. Be sincere and genuine in your relationships. If you are trying only to make artificial contacts and use someone, you are not networking. You can tell when someone is fake and only trying to "schmooze." Others can tell this too. "People are quick to recognize and avoid those who are only interested in 'what's in it for me'" (Helfgott, 1995, p. 63). If you are sincerely interested in someone's background, values, thoughts, and opinions, then this is a different type of relationship. Be yourself. Most of us are connected in some way in student affairs or we share mutual friends. Impressions can be long-lasting; be sure they are positive.

4. Follow up. Sincere follow-up efforts are the key to turning your network contacts into opportunities (Helfgott, 1995). Send a thank-you note to people who gave you a referral or provided their support. Be prepared to develop other contacts in order to keep the relationship going. A one-time encounter is not networking. For some individuals, it takes a number of interactions before they start to get to know you and consider you part of their network. Do not be discouraged if you meet someone a dozen times and they still do not remember who you are. This happens to all of us; do not take it personally. It just means you may not develop a significant relationship with that person.

Networking is an important skill in developing relationships within your institution, with colleagues at other colleges or universities, and in professional organizations. A residence hall director observes that

I have found that networking is the key to finding a job and the resources you develop can prove invaluable later in life.

Mentoring

Finding a Mentor

As with networking, various definitions exist for mentor. For purposes of this chapter, the following definition has been adapted from Moore and Salimbene (1981): a mentor is a more experienced professional who guides, advises, and assists in numerous ways the career of a less experienced, often younger, upwardly mobile protégé in the context of a close professionally-centered relationship usually lasting one year or more.

Many research studies (Bell, 1996; Burke, 1984; Caruso, 1992; Kelly, 1984; Kogler Hill, Bahniuk, Dobos, & Rouner, 1989; Kram, 1985) show that mentors can have a positive impact on individuals' careers. In fact, some studies show that those who experience supportive behavior such as mentoring have more opportunities for success, advancement, or achievement in their careers (Kogler Hill, et al., 1989; Wunsch, 1994). The profession of student affairs is no different. Many of us learn early on that mentoring is an important part of our career development. The question is how to develop mentoring relationships.

Networking can be an important factor or step in the initiation process of meeting a mentor (Helfgott, 1995; Kelly, 1984). In one research study, student affairs professionals suggested that new professionals take a proactive approach in initiating relationships with a mentor (Kelly, 1984). Many new professionals believe that the senior student affairs officer taps his or her magic wand and deems one new professional as the new protégé. Rarely does it occur this way. Often, it is the responsibility of the new professionals to initiate the relationship.

To begin the mentoring process, Kelly (1984) recommends first assessing one's own needs: what do you want from a mentor, what kind of help do you need, and who can provide this to you? Typically, you can expect a mentor to provide emotional support, direct assistance with professional and career development, and role modeling (Tentoni, 1995). It is also appropriate to want different things from mentors. Once you determine your needs, ask other colleagues to identify potentially good mentors. Create and take advantage of opportunities to interact with these potential mentors. Put yourself in situations that allow you to be highly visible and always do a good job at whatever you are doing (Kelly, 1984). This is how a few new professionals met their mentors:

When I first started my new position at the college, I knew the vice president was involved in our professional association. I made an appointment to talk with him about ways I could get involved. Little did I know that he would ask me to assist him with a national task force. This was the start of our mentoring relationship. [Residence Hall Director]

I find someone with whom I agree in their management or professional work style and I try to build a relationship with this person in order to learn more about how they have become successful. [Admissions Recruiter]

I found a mentor by attending a conference and hearing a speaker. I really understood and liked her ideas and thought I could learn from her. So I approached her and introduced myself a couple of times and then asked to work for her for free [as an intern]—anything to work for someone who could teach me something new. [Admissions Supervisor]

Kelly (1984) provides an excellent list of characteristics to look for in a potential mentor: a similar or shared value system, time availability, professional competence in the area where the protégé desires expertise, an active contributor to the field, a genuine interest in the protégé's professional development (a nurturing personality), someone you trust, an open communicator, and someone you like. (p. 53)

Fortunately, these characteristics vary among individuals, which means plenty of opportunities exist to select different mentors. "Effective mentors are like friends in that their goal is to create a safe context for growth. They are also like family in that their focus is to offer an unconditional, faithful acceptance of the protégé" (Bell, 1996, p. 7).

It is important to realize that selecting a mentor takes time, effort, and commitment, so be patient if a relationship takes a while to develop. The ideal is to have a number of mentors with different expectations to challenge and support you. As Batchelor states (1993, p. 381), "mentoring relationships often develop into rich and helpful lifelong friendships." You will receive many positive outcomes and rewards from these individuals. Two professionals attest:

> ***The benefit [of having a mentor] is having advice and concern from an individual that has already traveled down the career road you are traveling. [Financial Aid Counselor]***
>
> ***I see many benefits to mentor relationships—it is a great way to learn about new jobs; you can learn from others' experiences; you have a person with whom you can discuss important work issues with the assumption that they may have greater insight into the problem; and it overall produces a more positive work environment for they enjoy their status (I am assuming) and the chance to help develop a new professional. [Admissions Recruiter]***

NETWORKING CAN BE BENEFICIAL FOR AN INDIVIDUAL AS WELL AS...A GROUP...PARTICULARLY FOR WOMEN OR PEOPLE OF COLOR WHO FIND SUPPORT WITH OTHERS OUTSIDE THE DOMINANT GROUP.

Challenges with Mentors

Successful mentorships are mutually beneficial not only for the individuals involved but for the organization (Rosenbach, 1993; Sandler, 1993). At the same time, as with any relationship, it takes two individuals to make it work. Both individuals need to cultivate the relationship. Adapted from Trimble's (1994) suggestions for protégés, here are a few recommendations to make the most of the relationship with your mentor:

1. Clarify needs and expectations. It is important to acknowledge that your mentor has certain strengths and will not be able to meet every one of your needs. By matching your needs with the mentor's strengths, you should both feel more successful in the relationship.

2. Be time conscious. Most mentors are busy, and while they may value the relationship, be respectful of their schedules. Set up appointments in advance and have a specific purpose when you do meet. Do not become a burden on your mentor.

3. Create a dialogue. With any relationship, it is important to know when to stop talking and when to be a good listener. Ask for clarification when needed. Seek to understand the values and reasons for decisions. Ask mentors to share their own experiences that may help you understand your own situation. Creating give-and-take communication challenges both of you and helps you gain new insights and discoveries.

4. Foster respect and appreciation for a valued professional. As a protégé, you are seeking someone to support and care for you and your career. Show the same interest and care for your mentor. A caring attitude is important in the mentor relationship. Provide the mentor with positive feedback. This can occur in many forms, whether it be a personal note, nominating him or her for an award, or just saying thank you. One residence hall director showed appreciation for her mentor in this way:

One of my mentors had started a new job at a different campus. I sent her a card during her first week to let her know that even though we were not in the same location anymore, I still thought of her.

Cross-Race and Cross-Gender Mentors

As mentioned earlier, it is ideal to develop mentor relationships that meet your different needs. The most common relationship tends to be with members of the same sex and race (Kelly, 1984). In addition, much has been written about the importance and challenges of mentoring for women and professionals of color (Batchelor, 1993; Burke, 1984; Hawks & Muha, 1991; Kelly, 1984; Kram, 1985; Luebkemann & Clemens, 1994; Smith & Davidson, 1992). Since most top administrators are White males, mentoring can assist in the professional development of underrepresented groups. Some challenges can also exist with mentors who are culturally different from their protégés.

Much literature exists on the potential problems of cross-sex mentoring relationships. At times, men and women may assume more stereotypical roles in relating to each other (Kram, 1985; Rosenbach, 1993). One new professional said, "I greatly respect my mentor but at times he acts like my father as opposed to my professional advisor." In issues related to gender or sexual orientation, as significant relationships develop, increasing intimacy and sexual tensions can result. "A more frequent disadvantage for women being mentored by men are the innuendoes about the relationship from people who find it hard to believe that any relationship between a man and woman is not sexual" (Sandler, 1993, p. B3). Develop appropriate boundaries so that the intentions of the relationship are clear. As with any potential sexual harassment situation, "the dangers in the traditional mentoring model are not necessarily gender-related, but rather are a function of the imbalance of power within the relationship" (Johnsrud, 1991, p. 9).

For new professionals of color working in predominantly White institutions, there may be a need to connect with individuals from similar backgrounds or cultures. Ideally, it is helpful to find support within student affairs. In some institutions, however, finding other professionals of color may be difficult. Regardless of the support found in your own department or division, your institution may have other support groups or networks available. Many campuses have a Hispanic Network or a Black Faculty and Staff Council. These organizations can help you meet other staff members on campus who may share common experiences. If groups like this do not exist, this may be your opportunity to create one. You may also need to look outside your institution to community or civic organizations, or even colleagues at other institutions. There may be some state-wide networks or groups that you could join. Regardless of which avenue you choose, it is important to develop relationships.

When I first came to campus, I made contact with the Office of Multicultural Affairs. Through that office, I learned of the African American Network. This group of faculty, professional staff, and support staff met monthly at a local restaurant. We also had a listserve so we could communicate through e-mail. It was a way for me to feel connected with others and learn about special cultural opportunities. [Multicultural Advisor]

The literature relating to cross-racial mentoring is more limited. The benefits of same-race mentoring include: a) the ability to discover similarities rather than emphasizing differences; and b) the exhibition of cultural sensitivity (Luna & Cullen, 1995). Some research shows that cross-race mentoring relationships have not been as successful because of organizational and personal barriers (Luna & Cullen, 1995; Rosenbach, 1993). Because socializing and informal activities are often involved in mentoring, there may be pressure to participate only with individuals from a similar background. Cultural differences may lead to misinterpretations, but Rosenbach (1993) argues that "racism and sexism in the workplace will disappear as leaders learn to work in diverse teams and begin to view all members as friends and colleagues" (p. 148). Therefore, it is recommended that mentor relationships cross gender and ethnic lines to enhance learning opportunities and improve overall organizational climate (Luna & Cullen, 1995; Rosenbach, 1993; Sandler, 1993).

Stages of Mentoring

Johnsrud (1991) describes a developmental process common to the relationship between mentors and protégés. In the early stages, the relationship tends to be more dependent. The protégés may rely more on guidance from the mentor and have a strong desire to please the mentor. Protégés may need more confirmation. As protégés move on to the independent stage, they are more likely to establish their purpose as distinct from the mentor. They may ask questions such as: "Am I competent and independent if I am still being helped?" "Will I always be a protégé?" At the interdependent stage, "persons have the ability to fulfill for one another the yearning for connectedness and the yearning for identity" (Johnsrud, 1991, p. 15).

Working through developmental stages with a mentor is a normal process. Just as our parents will always see us as children, mentors often see us always as their protégés. It is not uncommon to outgrow mentors or to disagree or have ethical conflicts with them. Mentors are not perfect; they are human beings and make mistakes. They may disappoint you. They may give you bad advice. At these times, reassess your needs and their strengths, and determine realistic expectations of the relationship.

While mentors can provide challenges, most of the time they provide mutually beneficial and caring relationships. By having numerous mentors, you have the opportunity to receive many perspectives on complex issues. One residence hall colleague states,

Every time I am contemplating a major issue related to my career, I touch base with all my mentors. Each one provides a different angle and perspective that I may not have thought of. I value all of their thoughts.

Mentoring relationships take time, effort, and work. The result can be long-lasting, meaningful relationships that allow you to grow and develop as a person and professional. "With a supportive environment and the right attitude, mentoring can be a powerful force to empower followers to be leaders" (Rosenbach, 1993, p. 149).

Getting Involved in Professional Associations

A common question asked by new professionals is: "Should I get involved in professional organizations?" The answer is a resounding "yes!" and the reasons are many (Nuss, 1993). Networking and seeking out mentors are two ways of developing professional connections, but professional organizations provide learning experiences different from those obtained on one's own campus. They allow for observing leadership styles in a different venue. Further, they are ways to connect with other professionals who share similar interests. For many, being involved in professional organizations involves a "sense of obligation to help advance the status of the profession and fund programs that assist it" (Nuss, 1993, p. 368). Professional organizations can also be a way to develop new friendships, networks, and mentors. One new professional described her involvement:

I have become involved in professional organizations by meeting others within my field, developing friendships, and then volunteering to serve on committees with these other professionals. This has been a great way to learn more about my field, other organizations, and grow professionally. [Admissions Supervisor]

Preparing on the Homefront

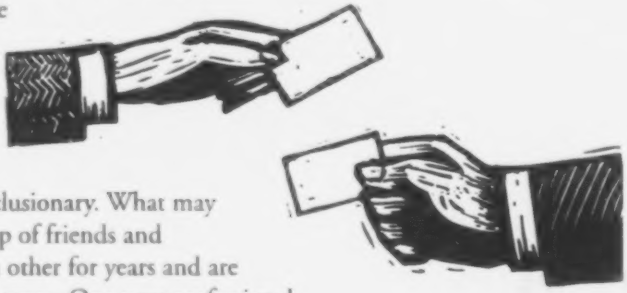
This section presents various ways of getting involved in professional organizations. It does not tell you which ones to join or which one are the best. A summary of the typical student affairs associations is provided in Appendix A on page 111. Read through this list and then talk to your colleagues, faculty, mentors, and network about the history, organizational structure, culture, and purpose of the organizations in which you are interested. You may want to take advantage of the information available by reading the professional associations' web sites. Again, discuss with your supervisor his or her expectations or support for certain organizations.

Before you rush out to join a number of professional organizations and get involved with one or more of them, it is crucial you make sure things are in place in your job and on your campus. This means consulting with your supervisor about his or her thoughts on and support for professional involvement. Support might include financial contributions for attending conferences or meetings; it might mean support to take time off work (and not use vacation time); it could be using office supplies (postage costs, phone calls, etc.) to assist in your professional development.

One example of this kind of supervisory consultation is reflected in a conversation between a hall director and the housing director about getting involved in American College Personnel Association [ACPA]. The housing director felt this was inappropriate for the hall director but was supportive of the person getting involved in Association of Colleges and University Residence Halls Officers-International [ACUHO-I]. It is common for new professionals to receive some funding for a regional conference, but national conferences might have to be paid out of your own personal budget. Sometimes this policy differs if you are presenting a program. All of these things are important to clarify in advance so that your supervisor is supportive of your involvement and you are aware of the parameters before you become involved. The bottom line is, you were hired to perform the duties and responsibilities of your job. After you are performing those to your fullest ability and meeting the expectations of your supervisor, then you are ready to get more involved in professional associations.

Making the Most Out of Professional Conferences

Attending conferences is one way of getting involved in professional organizations. It is an effective way to learn more about what the organization has to offer, its members, and future opportunities. For new professionals, it might be advantageous to start by attending a state or regional conference. These events are usually smaller, allowing for more personal connections and easier navigation. No matter what your position is (whether you are a new professional or mid-level manager), being a newcomer to a conference can be intimidating. There is a sense that everyone already knows each other and you are the outsider. Be careful before you make quick judgments about the friendliness or openness of an organization based on your initial observations. Student affairs professionals are rarely exclusionary. What may seem like a clique is really a group of friends and colleagues who have known each other for years and are getting together for their annual event. One new professional described his first conference this way:



I had just arrived at the hotel, tired because the plane was late and it took longer than I had thought to arrange for transportation. I immediately felt like a new freshman on campus trying to find the registration area. Once I asked for directions several times, I found the area only to notice several small groups of people talking. I wondered if anyone would ever talk to me. Then someone shouted my name and it was a good friend from grad school. I realized that I, too, knew people here and it would be okay. [Residence Hall Director]

There are some important tips that can be followed for making the most of your first (or second or third) professional conferences (Swanson, 1996):

1. Attend the session designed for newcomers or first-time attendees. This session provides helpful information regarding the conference and the organization. Often you will have an opportunity to meet some of the leaders of the organization. You will also meet other newcomers so that you can begin your own network at the conference.

2. Attend as many keynote speeches and interest sessions as possible. Once you receive your conference program guide, review it carefully and mark the sessions you would like to attend. Select two or three options for each session time block as some sessions may be closed when you arrive. If you are with other staff members from your institution, split up and get to as many different sessions as you can. Arrive early at sessions because some fill up quickly. Go to the opening session and reception. This helps you get a sense of the conference, the association, and the leadership.

NETWORKING AND SEEKING OUT MENTORS ARE TWO WAYS OF DEVELOPING PROFESSIONAL CONNECTIONS, BUT PROFESSIONAL ORGANIZATIONS PROVIDE LEARNING EXPERIENCES DIFFERENT FROM THOSE OBTAINED ON ONE'S OWN CAMPUS.

3. Meet new people. Introduce yourself to people around you. Contacts are one of the greatest benefits of the conference. You will be amazed at the smallness of the world of student affairs. If you do meet someone with whom you would like to stay connected, exchange business cards for the future. Visit as many university-sponsored receptions as you can. You will meet a lot of people there and can learn how to get more involved. You could even end up with a full meal, which is important given the low budgets of new professionals. Attend task force or commission meetings.

4. Attend business meetings. This is an opportunity to learn more about network, commission, or regional activities. While business meetings sound formal and only for those who have invitations, you will find that most business meetings are open to all members. Again, these activities are a great time to volunteer and get involved. Also, by attending your state or regional business meetings, you will learn more about the professional development activities happening closer to home.

5. Enjoy the time away. Treat yourself to some fun and excitement. Use your free time and meals to get to know others and share ideas. If special tours or events are offered, try to take advantage of them. While financial limitations may be restricting, often a low-cost activity is provided. If you are visiting a new area, try to visit some of the local highlights. Seeing new places is a perk of attending conferences—take advantage of the opportunity. Not all learning occurs in the interest sessions.

6. Reflect on the experience. When the conference is over and you return to campus, it is natural to feel exhausted and exhilarated. Focus on what you learned. Share the information and handouts with your colleagues. Follow up on the contacts you made at the conference by sending a short note. Thank your supervisor again for the opportunity to attend.

Levels of Organizational Involvement

Throughout your career, your interest in certain organizations may vary. Some new professionals maintain constant membership in a more general association like NASPA or ACPA and then, depending upon their specific job responsibilities, they may join a more specialized interest organization (Nuss, 1993). Once you determine which organization is most interesting to you, it is possible to become involved at various levels (Nuss, 1993).

1. ***Being a passive member or consumer.*** At this stage you are an official member but may only receive the mailings or documents to stay current in the profession. You may want to take advantage of some of the technological services provided by many organizations, i.e., joining a listserve. At some point you may start attending the state, regional, or national conferences but you still feel more like an observer or spectator. You may want to consider joining one of the committees or special interest groups. For example, NASPA has a New Professionals Network; other organizations may have a Black Caucus. These organizations are effective ways to connect with other professionals with similar interests.

Once you are ready to increase your involvement in the association, there are a number of steps you can take. The first is to start volunteering at the conference. This is an excellent way to meet other people and start learning more about the real workings of the operation. When you attend the conferences, be sure to go to the business meetings and socials. These events provide ways for you to meet the leaders of the organization and hear about the current activities and events. At almost every business meeting, officers will ask for volunteers to help with future programs. This is your chance to get involved.

2. ***Becoming a contributor.*** Another way to be involved in the professional association is as a contributor (Nuss, 1993). This could involve writing a proposal to present a program, writing an article for the newsletter, or submitting research results for publication. If you are interested in presenting a program, talk with others who have had program proposals accepted. Ask to see a copy of their proposal so you get an idea of how to complete one. Ask a mentor or active member in the organization to review your proposal and give you feedback. Ask one of your mentors to help you present. This is a great way to continue that relationship and become more involved.

3. ***Serving as a coordinator.*** This means you are responsible for planning, coordinating, or directing efforts of other volunteers (Nuss, 1993). Typically, this responsibility could be on a state, regional, or national level and often requires a time commitment of six months to two years. You will likely be working with volunteers all over the country, which could involve interaction by phone, e-mail, or regular mail. Coordinators need good skills in coordinating, budgeting, and supervising, as well as strong interpersonal and communication skills (Nuss, 1993). The expectations for volunteers in professional associations are no different than those for employees. Be thorough, dependable, responsible, and effective. Although you are working for a volunteer association, the accountability and expectations of high quality are no less than for your paid position.

4. ***Holding an officer position.*** The highest level of involvement is governance (Nuss, 1993). This means being elected or appointed to a regional or national board. At this level, individuals affect policy and long-term planning for the organization. The time commitment can be significant. While this is not a typical level in which new professionals participate, it is appropriate to set goals and plans for reaching this stage at some point in your career.

So where does one start in this area of professional involvement? As always, it starts with a self assessment. What do you hope to accomplish? What talents do you have? How can you contribute? What are some areas you wish to develop? Once you have your own goals, let your mentors know of your plans. Have them introduce you to the leaders of the association as a means of certification of your talents. When you meet the leaders, instead of simply saying, "I want to get involved," tell them some of the specific things you would like to do. When you can, follow up in writing and include a resume so that the leader or decision maker can know how to best apply your talents and skills. Finally, if it does not happen the first time, try again.

Professional associations play an important role in your career. The benefits include meeting valued colleagues and making friendships, learning about campus issues from new perspectives, and having access to cutting-edge research documents and vital federal, state, and local updates related to students and higher education. Once you become involved, you have an opportunity to establish a professional reputation beyond your campus. Lastly, you can influence the future of the profession. The rewards are great and the expectation is that you should be professionally involved, nothing less.

Conclusion

One out of three new professionals leaves student affairs every year (Woodard & Komives, 1990). This is a disadvantage to the professionals as well as to the specific campuses. One way for new professionals to remain in the profession is to develop connections. These connections can occur through networking, mentor relationships, and involvement in professional associations. It is up to you to begin this process. While it takes time and effort, the personal and professional benefits are worthwhile.

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CHAPTER 5

Reconciling the Professional and the Personal for the New Student Affairs Professional

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At carnivals . . . there is a man who spins plates on top of various poles. . . . The plate spinner gives one plate a vigorous spin and moves on to the second. As he walks back and forth across the stage, he amazes the audience with the number of plates he is able to keep up and spinning. (Ashford, 1996, p. 121)

Student affairs professionals are also carnival plate spinners of a sort. They work very hard to keep a number of plates spinning—professional plates and personal ones—in order to both impress the audience (multiple audiences, actually) and avoid shattering any plate. Over time, new professionals become increasingly efficient at their task. At some point, however, they recognize that they can only keep so many plates atop so many poles and that the plate spinning demonstration only works when they find a balance between the number of personal plates and professional plates spinning at one time.

The necessary accommodation of the personal and the professional is commonly framed in terms of a balance. For the new student affairs professional, as for other professionals, both new and more experienced, finding a balance is often difficult but always essential. This chapter focuses on the inevitable conflicts faced by new professionals in student affairs when they attempt to reconcile the natural desire to maintain something resembling an equilibrium between personal life and professional life with the realization that there are not enough hours in the day to fully attend to either.

We begin by examining the concept of balance and two central questions. The first question is, What really is the goal here? This question raises several others. Is the goal to find a balance between work and life that allows new professionals to pursue both fully? Can one ever really have it all? Are new professionals—or any professionals—asking too much of themselves in their desire for balance? Is balance an achievable or even desirable goal? The second major question is more straightforward: If balance is the end, why does it seem so hard to reach? In this chapter, we hear the voices of several new professionals in student affairs as they reflect upon their attempts to sort through the issues of an overenriched work life, of evaluation and self-evaluation, and of upward career mobility.

Following discussion of these two key questions, we examine what one must be aware of in the pursuit of efficiency and balance. Finding extra minutes in the day involves trade-offs that are sometimes not all that apparent. Does the pursuit of efficiency threaten to destroy that which is meaningful about both work and life, and that which makes balance such a desirable goal?

We conclude by offering several lessons based on the quest for balance. Our overarching thought throughout these lessons is that finding a balance between work and life is more complicated than applying some simple time management tips. It requires that new professionals step back and truly examine their lives. Finding something even approaching a satisfying or comfortable balance demands that new professionals come to appreciate the culture in which they work and to assess continually whether it is right for them. It also requires that they consider their career stage, as well as where they hope to go and how much getting there will cost. The potential payoff is that it rewards the new professional with an exciting and fulfilling journey. Few become student affairs professionals without a love for the work. It is this love that causes them to feel so conflicted—but also so inspired—about attempting to balance the personal and the professional.

Balance and Efficiency

The metaphor of balance seems to be a constant in any discussion of finding ways to accommodate both work and personal life. Kofodimos (1993) defines this balance as "finding the allocation of time and energy that fits your values and needs, making conscious choices about how to structure your life, and integrating inner needs and outer demands" (p. 8). For Huff (1996), the challenge is to balance doing the work with being still. Advice abounds on identifying a satisfying balance and how to get there. A visit to the bookstore or the public library yields many books filled with ideas about how to rethink your life in order to find an appropriate balance between office and home.

A well-developed scholarly literature on work-life issues also exists. Caproni (1997) suggests that organizational theorists "seem determined to identify what the work-life balance is (or should be), applaud its benefits for individuals and organizations, and offer individual and organizational prescriptions for achieving balance" (p. 47). The bottom line is that new professionals are not different from many other professionals in their desire to find the time to do everything, both at work and at home. The fact that the profession is built on an ethic of service makes this desire even more compelling.

Often the balance that new professionals desire is treated mainly as a matter of increasing efficiency. There are only so many hours and many tasks to accomplish, and work involves high stakes. Student affairs professionals too frequently mirror many other groups in a belief that one's success as a person is measured, in large part, by his or her productivity at work. Still, their home life is also important to them. New professionals want to succeed at both, but their desire begs an important question: how can they do it all? On the surface, the question has a rather direct two-part answer: one can find more hours in the day or one can make fewer commitments.

The first part of the answer is what drives new professionals to seek efficiency. Efficiency is so compelling because it is assumed that new professionals can do it all and still have it all, even when it seems that they are already stretched to the point of snapping. All people have to do is become smarter (so the books tell them) at doing what is expected of them or what they expect of themselves. Jackson (1996) suggests why efficiency is such a powerful notion and warns that efficiency alone is not a cure all:

> Unfortunately, the external markers of success—which reflect the satisfaction of others regarding our performance—may not translate into feelings of personal satisfaction. Searching for more and better ways to work efficiently is, I think, a strategy built on the implicit assumption that accomplishing more will lead to more recognition from others and, therefore, more personal satisfaction. . . .This logic is flawed. . . . There are, after all, human limits to how much one can accomplish—incremental gains in efficiency and its associated rewards (internal as well as external ones) become harder to achieve as one becomes more efficient and productive. (p. 354)

THE QUESTION HAS A RATHER DIRECT TWO-PART ANSWER: ONE CAN FIND MORE HOURS IN THE DAY OR ONE CAN MAKE FEWER COMMITMENTS.

The second part of the answer—committing to doing fewer things—causes professionals, quite naturally, to attempt to manage their overall workload. Student affairs professionals often work in jobs without clear boundaries. Anyone who works with college students knows that the job is not one where you punch in at 8:00 a.m., take an hour for lunch at noon, and punch out at 5:00 p.m. In fact, the job often is at its most demanding and interesting during those hours when many professionals have typically gone home for the evening. In a time-intensive field like student affairs, with its nebulous borders, professionals commonly perceive the problem to be work crowding out the time that can be spent at home. Any number of tasks or opportunities at work—each with a deadline attached—can "lure [them] away form simpler pleasures that have no internal deadlines. Many professional demands are so tangible, their cost/benefit tradeoff so clear, that they seem to overrule taking the time to read to a child or trying to capture the late afternoon light" (Huff, 1996, p. 434; Weiss, 1990).

What should be cut? New professionals have a strong desire to make their mark at work. They view professional achievement, particularly early in a career, as the vehicle by which they will move into positions of greater authority and wider influence.

I want to move up the ladder. I like working in student life, but I cannot see doing it forever. What I really want to do is be a vice chancellor for student affairs someday. I think that I would enjoy the challenge of setting policy and working with budgets. I also think that I would be good at motivating people around me and leading them. The way to get there is to work hard now and get people to notice what I am capable of. I sometimes get frustrated, but I know that people will recognize my contributions and I will keep getting promoted. [Student Life Professional].

In addition, people typically enter student affairs because they have a passion for the work and believe that they can make a difference, as this new professional attests:

I truly enjoy my work and the gratification that I receive, especially when I advise and work with students in programming activities for the campus. [I] realize that if you make a difference in one person's/student's life it is well worth it! [Student Activities Coordinator]

Both are strong—almost intoxicating—pulls toward spending more time at work. Because their desire to build a career and be on the job too often come into conflict with their aspiration to construct a life, student affairs administrators—particularly new professionals—are often frustrated. Their frustration is harmful at many levels. It exacts a personal cost in stress and on relationships (Berwock, 1992; Cooper & Payne, 1988). It also may diminish effectiveness at work, as noted by this residence life professional:

When I first started this job, my life pretty much sucked. All I did was work. . . . I didn't have time for my girlfriend, my friends from undergrad, or anyone or anything else for that matter. Everything revolved around my job and I totally lost my perspective on life. Things are much better now, mostly because I figured out that I was not going to be happy unless I saved some time for myself. Also, I think that I am better at my job now because I have a lot more balance in my life. I think when I was so crazed about everything at work, I was missing a lot of things [at work].

Ironically, student affairs administrators spend much of their professional lives encouraging students to discover balance in their lives—to live "seamless" lives—yet they are often poor role models. They attempt to teach balance, but rarely do they practice what they preach. Particularly when they are new professionals who think of themselves as on the move, their jobs tend to overtake the rest of their lives, often at the cost of a truly satisfying personal life.

Given the schedules, time demands, and work responsibility that inevitably complicate the pursuit of a life that is reasonably well balanced between the personal and the professional, new student affairs professionals feel pressed. The frustration that marks their reaction to the pressure is partly a result of internalizing a different set of values from those who came before them (and who still structure their work environments as supervisors). The new generation of professionals is likely to feel incomplete in some way without a better balance between work and home (Vanderkolk, 1991). They are increasingly distant—intellectually, if not in fact—from the values of the company man who was willing to sacrifice all for the job.

I just cannot see how someone who has had a stay-at-home [spouse] for all these years can understand my situation. . . . I feel like I need to commit the same number of hours to work that the people that I work for do, but a lot of them [have] only ever needed to worry about work. [They have] never had to worry about all the household things and work at the same time, like I do. I don't even have children and it is all that I can do keep up at work without giving up spending time with my husband and doing what is important to me outside of work. [Student Affairs Professional]

New professionals know—from both research and their own sensibilities—that they need to take the time to step back from their full work schedules, not only to avoid stress and burnout but to become better professionals.

Nevertheless, they do have a strong desire to achieve in the most conventional sense of the term. They still too often view success solely or mostly in terms of measurable accomplishments on the job. Perhaps new professionals are in a rundown, caught between their own "evolved" world view—that values life as much as work—and the standards and practices of the company man—whose norms still govern much of what goes on at the office but which stem from an entirely different conception of work and life. In baseball, a rundown results in the runner being tagged out somewhere between one base and another. In life, the consequence may be similar.

Defining the Real Goal

Any discussion of balance allows people to frame an inquiry into what they want out of their lives, and what they decide they want will be, essentially, a product of their values. For student affairs professionals, work and values are intertwined, causing the professional and the personal aspects of their lives to be more integrated and less segmented. They are motivated to work so hard not simply because of extrinsic rewards—more authority, more money—but also because they have an enthusiasm for what they do.

I do consider myself an overachiever, [but] I find balance by not . . . expecting external rewards or acknowledgment by others. I do things . . . [for] personal satisfaction. I also believe that if we work hard and do our best, sooner or later things will come together and we will be rewarded. We just can't work hoping that we will be rewarded when[ever] we want to be rewarded. That would be very frustrating in the student affairs profession. It is easy for me to work and achieve because I truly enjoy my work and believe that there are many good things this profession can render to students. [Student Life Professional]

Because what student affairs professionals do on the job reflects their values, they are not "on the clock" in a way that allows them to easily separate the two. They find it difficult to segment their work and non-work lives into distinct categories and are much more likely to integrate the two (Nippert-Eng, 1996). Student affairs professionals work odd hours, take their work home with them, and bring their home life into the office, as these new professionals attest:

This is not a nine to five, 40 hour-a-week job. Last week, I was working six nights out of seven, one night until two in the morning. And this was not an especially unusual week. [Residence Life Professional]

Pretty much every night, I take something home to read or work on. I usually don't get as much done as I want and sometimes don't get anything done at all, but it would not feel right to not have some kind of homework. [Student Affairs Professional]

Sometimes work and home really blur. When I am at work, I am on the telephone home about something with my son, and when I am at home, I am on the phone dealing with something from work. [Student Affairs Professional]

I am new to the area and the only people that I ever socialize with are people from work. [Multicultural Affairs Professional]

Nippert-Eng (1996) contrasts those professionals closer to the integration end of the continuum between work and non-work settings—like most student affairs professionals—with people more on the segmentation end, using the example of Ed, a machinist:

Ed . . . clocks in and out of work at the precise times mandated by his contract and vehemently insists on his right to evenings and weekends with his family. He "never" thinks about work while at home and literally never socializes with colleagues, much less invites them to his house. His wife calls him only occasionally at work, mostly during contractual breaks in his day, what Ed calls "my," rather than [his employer's] time. (p. 2)

Certain types of work, like student affairs, seem to require more of an integrative view of life, not an independent or segmented one like Ed's (Quinn, O'Neill, & Debebe, 1996). For the integrative person, professional and personal lives are almost naturally interconnected because personal values so influence both. Moreover, people find meaning in activities when those activities are aligned with their core values. "Alignment brings meaning, and meaning brings energy. When there is no alignment, people tend to become alienated from their tasks and disengage from their work" (Quinn, O'Neill, & Debebe, 1996, p. 422). For people with a certain set of values and jobs that accord with these values, like student affairs professionals, working toward some sort of work-life balance becomes a process of integration, not one of defining separate arenas. People who are more integrative tend to favor adaptation over planning; emotional engagement over detached analysis; action over theory; intrinsic rewards over extrinsic rewards; mutuality over independence; mentoring over going it alone. In short, they are more inclined toward the seamless life than the divergent life. Moreover, because they are typically more integrative than segmented, any conceptualization of office and home, professional and personal, or work and life as separate and independent seems inconsistent with the basic values of the field.

It is hard for me to think about my life as "life" and work as "work." Most of the time, the two seem to blend together. I'm not sure this is always a good thing, though, but it is something I am aware of. [Residence Life Professional]

The way you divide work and life seems artificial to me. Work is such a big part of my life. Even when I am not [at work] I am thinking about it or I am with friends from work and we are telling stories or talking about things. [Student Life Professional]

Given the integration between work and life that is a necessary ingredient in any calculation of overall balance, one useful way to frame the concept (or process) of achieving balance is through the metaphor of harmony. Walsh (1996b) reflects that the professional and the personal are entwined to "create a harmony of opposites that defines us" (p. 204). Harmony is only produced, however, when both work and love are given voice simultaneously, not sequentially, just as beautiful music is the sum of several parts coming together at once. Erez (1996) offers a parallel metaphor to the notion of harmony. Career and family need not contrast but are "interrelated, like figure and background. Figures have meaning only when contrasted with the backgrounds that surround them. Similarly, the meaning of information is shaped by the context in which it appears" (p. 19).

One danger in conceptualizing work and life as a continuing quest for integration and harmony is that others—perhaps even those in supervisory and evaluative roles—may not view work and life as seamless or even as linked in any meaningful way. For many, "work" and "home" remain conceptual categories, "differently imposed by mentally and physically drawing boundaries around activities, self, people, and things" (Nippert-Eng, 1996, p. 28). Quinn, O'Neill, and Debebe (1996) report that some professionals—people whose lives would seem to resemble Ed from the earlier illustration—have a preference for actively maintaining a sharp separation between their professional and personal lives. These are not necessarily unreasonable approaches to living life and may be how some colleagues or supervisors construct their days and nights. Still, in such a deeply involving field like student affairs, harmony seems to be a more natural approach than independence, segmentation, or separation.

When addressing work and life, believing that success in one area necessarily precludes the other "sets a person up for a life filled with tragedy" (Walsh, 1996b, p. 205). Those who allocate "all of their resources to the development of their career often end up unsatisfied and alienated" (Erez, 1996, p. 20), and the reverse is likely true as well. Some degree of integration is necessary, as is the realization that time and energy are finite resources. New professionals often perceive both to be required in large measures if they are to be successful (and especially large measures if they are to be *really* successful). This perception, unchallenged, may lead to people asking too much of themselves.

Asking Too Much of Oneself

I really do try to prioritize my life, but I never really get to stick to my plans because everything keeps changing so fast. I guess that makes me feel like I am not doing something right. [Setting priorities] seems to work for other people but I can't seem to get it to work for me. [Student Life Professional]

Striving for balance between work and life is such an ambitious goal that it may be an impossible one. In other words, are integration and harmony really possible? Or, are we seeking an idealized image that is and will always be beyond our grasp? Caproni (1997) argues that the systematic, rational planning to achieve balance that those in the work-life literature frequently champion is beyond the capability of most people. She argues that balance is an unachievable goal because of the underpredictability of life, which is certainly true in the world of student affairs, and because people are ambivalent about their goals, feelings, and choices. This may be especially the case for new professionals who are not yet aware of how to set parameters for their work. Caproni suggests that the pursuit of the balanced life inevitably results in frustration.

The cornerstone of the search for balance prescribed in the self-help genre is identifying important values and key priorities and then using them to move toward a personal vision. At the same time, for many new professionals, values do not fall into clear dichotomies or hierarchies (Caproni, 1997); everything seems important and nothing lends itself easily to a trade-off. As much as new professionals want structure in their lives and as easy as the self-help books make it seem, setting priorities and making trade-offs—placing things in a hierarchy of importance—are really difficult and likely to be beyond what most people want to do in their lives, or know how to do.

Caproni raises an important set of points. Finding balance, prioritizing values, and working towards efficiency are all admirable goals, but they are not easily achieved or accomplished once and then forgotten. Needs and desires often overlap or may not be of a nature to make ranking them either possible or desirable. Even when the personal improvement formula is carefully outlined in a book and seems to make perfect sense, applying it is another story. Because life cannot necessarily be reduced to an exact method, the result of a naive quest for balance may be a story that has unexpected twists, unpleasant turns, and even a surprise ending.

Understanding the Imbalanced Life

What new professionals are left with is an imbalanced or overenriched life, a life with a multitude of overlapping demands that are difficult to categorize much less reconcile. Work and life operate within multiple dimensions at the same time, so finding balance is like solving a three-dimensional puzzle.

I spend a lot of time working in the community through my church, which is something that I really enjoy. I also enjoy playing golf and tennis, although I used to be a lot better at both. I also just bought an old house that needs a lot of work. . . . I just started taking classes for my master's degree in higher education. I also better not forget to say that I am in a committed relationship. And I work full-time at the student life office. [Student Life Professional]

Not only do individual new professionals in student affairs play multiple roles simultaneously, but they also have varying degrees of commitment to or engagement with each role. "The number of roles played, the time devoted to each, the ability to play them, the amount of affect invested in each role, and the way they are played are major determinants of job satisfaction, life satisfaction, and stress" (Super, 1986, p. 99).

The inevitably overenriched and ultimately imbalanced life of the new professional may be the result of structural constraints on life balance (Kofomidos, 1997). For new professionals, these might include: a) pressures to focus time and energy on work; b) mastery-oriented performance criteria; c) upward career models; and d) demands at home and the desire to spend more time there. While these constraints result from some imbalance in life, the important point is that imbalance is inevitable and, hopefully, that one's life is still as rich as it is full.

Most new professionals are familiar with the demands on their time and energy:

I am a perfectionist working in a small private school where I am the director of student activities, the programming board advisor, the leadership resource center developer and manager, the Greek advisor, advisor to the TV channel, advisor to the radio station, organization advisor, University 101 instructor, leadership workshop facilitator, orientation co-organizer/facilitator, homecoming undergraduate activities chairperson, resident artist for the student life area, and all around fun person. [Student Activities Director]

I have noticed that we always teach students to live balanced lives, yet we set the worst examples. I can remember several days where I would be in the office for 12 hours, then attend a program, lead a meeting, and spend some time with students in the evening. If I was lucky, I would be in bed by 1:00 in the morning and get six hours of sleep before it was time to get up and do it all over again. [Residence Life Professional]

How student affairs professionals critique their own performance and how their performance is evaluated by others can also work against a healthy balance of professional aims and personal pursuits. In other words, what professionals expect of themselves and what they perceive others to expect of them do not always conform with a balanced overall life.

I hate to admit this, but I know that I have to work harder than other people to get to the same place. They all seem to pick up on things more quickly than I do. Maybe it will get better when I have some more experience, but for now I am going to do whatever it takes [to be successful]. [Student Affairs Professional]

It always seemed as though Mark set the standard for all of us. He worked until 3 in the morning and never seemed to have a life outside his job. We all knew his life was completely unhealthy and yet he seemed to get all the recognition. [Residence Life Professional]

In addition, upward career aspirations exact a toll on life balance. Rarely are new professionals at the institutions or in the positions that they desire to remain in for the long run, as noted by this new professional:

I like working at [this university], but I cannot see myself there for my whole career. It is difficult to work in student life on an urban campus and I am not sure that I want to work in student life for too much longer. I would rather be more of an administrator and possibly even teach. I would like to move back someday to a [residential campus] like where I went [as an] to undergraduate. . . . I know the job market is tight and I should be thankful to have a job at all, especially because I am still working on my master's. People have told me that it is going to be hard to get a job in student affairs at a bigger school,

but I guess that only makes me want to work harder. [Greek Life Advisor]

A live-in position in a residence hall is truly the entry-level in student affairs. After my second year in the residence halls, I am ready to move up. [Residence Life Professional]

Finally, these work pressures are also accompanied by demands at home and the desire to spend more time there.

I try to stand up for the little bit of free time I get during the academic year. Sometimes this is met with resistance because many people assume that because I'm single, I don't have a life outside my job. [Multicultural Programming Professional]

Risks of the Imbalanced Life

New professionals and perhaps more experienced student affairs professionals as well too commonly lead an imbalanced life. There are several risks inherent in the overenriched and imbalanced life, including: a) imposing the vocabulary and logic of work on our personal lives (and vice versa); b) sacrificing flexibility for certainty; c) becoming so hyper-efficient that we risk alienating those around us; and d) forgetting the importance of traditional and evolving gender roles.

Mixing Vocabularies. The logic and language used in self-help books—"visions" developed with "strong and clear focus" and a set of "concrete strategies" based on identifiable "central life priorities"—sound much like the rhetoric tossed about in a corporate boardroom or an annual report (Caproni, 1997). The use of these phrases begs the question: "Is this really the language that we want to use to guide our personal lives" (Caproni, 1997, p. 51)?

Do we want to apply the mastery-oriented approach to management—logic and rationality, task performance and goal achievement, control and individualism—at home? Does a system that discounts what many people value—intimacy and community, personal feelings and individual needs, leisure and play—fit even the contemporary student affairs office, much less the world outside it (Kofodimos, 1997)? Those who have internalized the mastery-oriented system have difficulty balancing home and work, with work emerging as the victor in any battle. For these people, "Work success is psychologically more compelling than personal life success, thus commitments and resolutions to devote more time to personal life often don't stick" (Kofodimos, 1997, p. 58). Furthermore, when these individuals do try to focus on their personal life, they take the same logical, goal-oriented, controlling approach as they do at work, typically at the expense of intimacy and play. The opposite situation—bringing the language of intimacy and spirituality into the workplace in order to promote productivity and commitment—may also be problematic.

What is clear is that there is a fundamental problem with a systematic, goal-oriented approach to life. "[A] life enslaved to a single goal, no matter how noble, becomes a mechanism rather than an organism, a business plan rather than a biography, a tool rather than a gift" (Ogilvy, 1995, p. 405).

Sacrificing Adaptation for Certainty. If the certainty that might come with rigorous planning is achieved at the loss of the ability to adapt, the accomplishment becomes hollow. Gallos (1996) suggests that along with solid planning, a flexible openness is required for professional and personal success, particularly in a field as fluid as student affairs: "It is hard to anticipate and plan for everything in jobs that are steeped in learning and ambiguity. Unanticipated roadblocks, wondrous discoveries, coincidences, major disappointments, chance, and learning can all change [professional] lives and directions" (p. 17).

As noted, one potential pitfall with the life/work self-help genre is that it assumes people have more choices in and control over their lives than they do, and that they are more able or interested, or both, in doing more and better than they are (Caproni, 1997). Crises frequently provoke individuals to reassess and gain greater clarity about their lives. "We must recognize the lack and control and unpredictability of our live events and thus the limits of sticking to a life plan or being overly attached to our expectations" (Kofodimos, 1997, p. 60). Retaining flexibility, therefore, is essential in any work-life planning exercise, especially for the new professional in student affairs.

STUDENT AFFAIRS ADMINSTRATORS SPEND MUCH OF THEIR PROFESSIONAL LIVES ENCOURAGING STUDENTS TO ACHIEVE BALANCE IN THEIR LIVES...YET THEY ARE OFTEN POOR ROLE MODELS.

Alienating Others. New professionals may also run the risk of becoming so hyper-efficient that they risk alienating others, often the friends and family for whom, presumably, they are becoming more efficient so that they can increase the amount of time they spend with them. Efficiency, when it becomes the central value in life, has a tendency to spill over into other parts of life where efficiency has no real value and may even be a problem (Kofodimos, 1997).

After applauding certain of the time-saving devices that she gleaned from work-life advice books, i.e., like looking at her office mail only once a week and looking only once at any piece of mail or cutting her hair short so should could save the 10 minutes a day that it took to comb and dry it, Caproni shares the "unexpected negative consequences" of her efforts. Referring to her reading of one self-help standard, she writes:

> Taking [the author's] advice, I tried to get myself beyond the daily "important and urgent" tasks that take up so much time so that I could focus on the longer-term "important and non-urgent" tasks. This was difficult, however, because the categories of important and urgent are problematic, particularly if one has a rich and varied life that must be lived in real time. Who and what becomes either unimportant or non-urgent? And how does it feel to the people in our lives (or who used to be in our lives) who know quite well when we don't return their calls or spend time with them that they have become categorized as unimportant or non-urgent? (p. 48)

Recognizing Gender. Particularly in a field like student affairs, where women are traditionally and increasingly well-represented, any consideration of work and life must address differing personal and professional expectations grounded primarily in gender. Spain and Bianchi (1996) offer the traditional view of differing career and home responsibilities of men and women, suggesting that men remain more linked to the professional and women to the personal. They contend that the issues are different for women and men when juggling home and work responsibilities: for the woman, the family often impinges on work, while for the man, work encrouches on family time. They offer the example that when a child in day care becomes sick, the woman is more likely than the man to leave work, while the man is more likely to have a job that demands an overnight business trip. Spain and Bianchi have found that taking work home benefits the man's career while it limits a woman's.

There is some truth to what they write, but there are also important qualifications that stem from evolving gender roles and increasing recognition of diversity in our society. Although men and women are both vulnerable to stress when they are employed and also have household responsibilities, women are at greater risk because they perform the bulk of household tasks (National Research Council, 1991).

Current United Nations data indicate that while men and women work roughly the same number of hours in a week, 56 hours and 60 hours respectively, women spend more of these hours doing unpaid work versus paid work. Women spend 24 hours each week at paid work and 32 hours at unpaid work, whereas the numbers for men are 41 hours paid and 18 hours unpaid (Spain & Bianchi, 1996). In 1990, roughly one-fifth of women were classified as homemakers, down from closer to one-third in 1980 (Spain & Bianchi, 1996). Women are more often choosing careers outside the home that accommodate family responsibilities and may more often elect to work part-time (Spain & Bianchi, 1996). Women working outside the home are often in positions where they have identical responsibilities and frustrations as men. Similarly, increasing numbers of men are electing to focus their primary attention on home and family, and more men are spending more hours on housework and child care (National Research Council, 1991). As one male new professional explained,

We had our first child a couple of months ago and I have started to resent the time that I have to spend away from her working at night and sometimes on weekends. I used to not mind the hours really at all. My wife is supportive, but she gets frustrated when she is left home alone with our daughter while I am at work. [Admissions Counselor]

Although the prescribed gender roles of previous generations may be slowly eroding, there are still vast differences in the professional and personal experiences of men and women. These differences matter and deserve consideration both new professionals and their employers.

Lessons to Take Away

The potential risks of the quest to balance the professional and the personal—as well as the discussions of the imbalanced life, i.e., whether balance is a desirable and feasible end, defining the real goal, and the connection between balance and efficiency—suggest several lessons. These include: a) *using* self-help books instead of *becoming* them; b) remembering to "re-tune on the run" when necessary (Frost & Taylor, 1996, p.491); c) examining the importance of organizational change; d) recognizing where one is in career and acting accordingly; and e) not focusing solely on the end while forgetting to enjoy the journey. The new professional in student affairs would also be wise to heed the advice of a colleague:

> ***Work is work and it will be there the next day. Work does not have legs. It does not follow you, it does not knock on your door (unless you work in housing). Find people, hobbies, go exploring around the community, or volunteer around the community. Take advantage of the . . . people you will work with and meet. [Residence Life Professional]***

Use Self-Help Books, Do Not Become Them

Caproni (1997) jokes that she reached an epiphany about the problems with the work-life self-help books after realizing that her newfound zest for efficiency led her to decide to "only wear slip-on shoes so that I could easily put them on as I walked out the door without making extra time-wasting movements such as bending down and tying laces." In the same spirit, Jackson (1996) offers new professionals some useful advice about self-help books:

> For those who believe that inefficiency is their major problem, such books may be worth the investment. I suspect, however, that most people reading this chapter already know how to manage their time reasonably well. At a minimum, you probably made it through an undergraduate curriculum with flying colors. Perhaps you have completed [an advanced] degree, worked successfully in at least one employment setting, and managed to have a life besides. Such accomplishments would be nearly impossible for anyone who is truly unable to cope with overload situations. To the contrary, your success to date probably indicates that you thrive under overload conditions. (p. 354)

What these authors are really saying is that the advice in the self-help books is a tool to be used in building a project; they are not the project itself. The quest for efficiency that is the hallmark of these books has compelling surface logic and too easily becomes all-consuming. Allowing the self-help process to overtake everything solves little; instead, use the tips but be aware of the trades-offs.

Re-tuning on the Run

Any attempt at a balanced life requires some amount of reflection. "Creating a personally fulfilling life structure is not a question of following a recipe or adhering to a set of 'tips' but rather of reflecting on the inner forces that drive one to make choices and develop a [congruent] life structure" (Kofodimos, 1997. p. 61). The difficulty with framing the process this way is that few professionals are disciplined enough to engage in regular reflection.

Instead, new professionals may feel a need to change and not have time to do anything about it. They may also not even be consciously aware that it is time to change except for some nagging feelings of discontent or burnout. Frost and Taylor (1996) recommend that people recognize that "most of the time, adjustments that we make when things are not working out are a matter of 're-tuning on the run'" (p. 491).

These on-line adjustments are critical for the time-pressed, responsibility-laden new student affairs professional. Some sort of self-reflection—knowing what one values—remains key, however, to sorting through options and commitments and in balancing the ones accepted. Because people have such different lives, there is no single universal formula, despite what some self-help books might profess. Each new professional needs to find an approach that works. In other words, each person has to seek his or her own destiny (Walsh, 1996b). It is also important to remember that any balance or satisfaction formula changes with modifications at work or in life. Updating is an essential component of reflection and planning. Choices are not final but subject to reconsideration and change (Huff, 1996).

The Solution May Be Organizational Change

Because so much of the work/life writing involves an emphasis on mastery, there is a tendency to manage the symptoms rather than cure the problem. These books typically counsel people on how to balance increased workload and decreased job security, instead of counseling them about addressing "the systemic forces, values, and assumptions behind these trends" (Kofodimos, 1997, p. 59). Curing the imbalance problem necessarily begins with bringing to the surface and exploring organization-level assumptions and values involving cultures and climates, behaviors and habits, and practices and procedures that either advance and hinder work-life balance.

Addressing destructive organizational cultures is easier said than done, particularly for new professionals who perceive themselves to have limited power in the organization and may be less willing to rock the boat and jeopardize their chance of moving up through the organization. In addition, learning the culture of any organization is not an overnight process. The new professional is well-advised to observe and assimilate information before making assumptions about the organizational culture and the norms that guide its institutional philosophy and policy (Barr, 1990; Kuh & Whitt, 1988; see also Chapters 1 and 3 in this monograph). The idea is not to attempt to change organizational culture all alone or all at once but to think about organizational dissonance and dysfunction in terms of culture

Finally, reflection about culture and climate may prompt the new professional to consider changing jobs. "The more you learn about the fit between you and your institution, the clearer it is that you need to be somewhere else, where you feel fewer constraints and better supported" (Gallos, 1996, p. 17).

Remember Where You Are in Your Career

One of the dangers of relying on the advice of those who write the work/life literature is that they have already "made it." Crary (1996) writes movingly about giving up a fast-track academic career to work part-time and spend more time with her infant daughter. At the same time, she admits to spending "most of my waking hours . . . focused on my professional development in one way or another" as she ascended into her career (p. 211). Similarly, Caproni (1997) decided that balance between work and home was impossible, and she opted for the "aesthetic perspective" of spending more time with her children and pursuing a nontraditional approach to her career. She also made these decisions from the position of someone who already made it in her chosen field.

Not everyone in an organization has the luxury of being protected and flexibe. It is much easier to choose the non-traditional path from the privileged position of senior administrator in student affairs at an elite institution. New professionals likely lack the uncommitted time in their daily lives that affords the space to fully conceptualize and plan their lives and careers in the same terms as those who speak from more senior positions. Many new professionals want to move into positions with greater autonomy and broader reach. They are compelled to play the game that sometimes leads to an imbalanced life, not because they like it but because they feel they have to in order to move forward at work. Thus, the conventional wisdom that professionals must first establish their careers, then work on their professional lives, remains somewhat valid.

There is a danger in that way of thinking, however. "[Professional] rewards are uncertain, whereas we are clearly missing life if we totally give in to these pressures" (Huff, 1996). Frost and Taylor (1996) warn that a career can produce a portfolio of contributions and accomplishments accompanied by growth in more personal arenas. It can also reflect a life of success in one arena (e.g., the professional) and failure in another (e.g., the personal), or diminished creativity and performance in both areas. (p. 201)

Even the most career-focused and determined new professionals need to be aware of what they are potentially missing while on the career fast track. Without an awareness of the costs and benefits—on both the professional and personal sides—of taking a particular route, the new professional is risking getting lost along the way. One new professional spoke of need for a change in perspective this way:

> ***It took me a while before I decided that my mental and physical health were worth more to me than being the super student affairs professional. I learned to say no and to set limits with my time. New professionals want to be superhuman, but we need to know that it is okay to be human every once in a while. [Assistant Registrar]***

Do Not Forget to Enjoy the Journey

We can too easily and too quickly shift our attention from what we are doing to what needs to be done next, 'looking beyond' the present to anticipate what is next on the horizon. It is built into the nature of our work, perhaps. However, this can blind us to the enjoyment and the lessons to be found in what we are doing. (Frost & Taylor, 1996, p. 493)

When the focus is the process or journey, not the goal or destination, spontaneity and unforeseen opportunities are central. Kofodimos (1993) distinguishes between the mountain-climbing metaphor of the traditional mastery-oriented, goal-setting approach and her favored self-awareness framework:. . . the "mountain image" requires us to "set lofty goals and tromp arduously uphill" toward them . . . . [A more useful metaphor is the] notion of "permanent whitewater," which requires a guiding vision, an 'internal locus of stability,' to sustain us as we continuously negotiate the challenges of our lives. (p. 84)

Gallos' (1996) advice to new scholars applies equally to new student affairs administrators beginning their professional journey: plan well; follow your heart; enjoy the travel; replenish your spirit along the way. Planning well involves gaining some sense of the big picture, "where you are going and how you'll get there." Following your heart involves an honest assessment of what you want to do, what you do well, how you will make your contribution, and what you like to do the best. Celebrating the joys of travel is another way of saying that it is "foolish . . . to focus only on the end point and miss the scenery along the way." Finally, sustained commitment requires that you periodically replenish your spirit. "What nourishes you? What rejuvenates? The answers are different for different people. Find out what fits you." (p. 16)

Concluding Thoughts

Without work all life goes rotten.
—Albert Camus

Take away love and our earth is a tomb.
—Robert Browning

The basic requirements of human existence are work and love.
—Sigmund Freud

Organizational theorist James P. Walsh (1996b) juxtaposes these quotes to begin his short essay, "Thoughts on Integrating Work and Personal Life." A life in imbalance is necessarily incomplete. We need both work and love to prosper. A balance between the two is not available through the rote application of a formula or system, nor is it as simple as applying some time management tips. It requires that new professionals step back and truly examine their lives. It is a process that comes with potential pitfalls but also with the wonderful opportunity for thriving in both realms.

The compromises involved in the search for balance necessarily involve some frustration and disappointment. Becoming ever more efficient may be bought at the cost of some loss of attachment or flexibility or even soul. In other words, the potential solutions to an overenriched life might bring new and greater problems. Similarly, cutting back on work may not be fully compatible with seemingly boundless work responsibilities or making a mark at the office. These concerns are magnified because what motivates student affairs professionals is not simply extrinsic rewards but a true enthusiasm for what they do. Work is typically so important to student affairs professionals because it is so intertwined with personal values. They are rarely on the clock in a way that allows them to easily separate work and home. Because work is so satisfying, it has a tendency to ever escalate.

In addition, balance is often sought in the context of workplace rules and procedures—not to mention cultures and climates—that remain defined by those whose core values conflict with a balanced life. New professionals often internalize a different set of values than those who structure their work environments. Those in supervisory and evaluative roles may not view work and life as seamless or even as linked in any meaningful way. They may also be less aware of the opportunities and difficulties posed by evolving gender roles.

Perhaps an even greater difficulty is that anything approaching real balance between work and life is such an ambitious goal that it may well be an impossible one. Working to achieve perfect harmony both within and between the professional and the personal is an inherently messy task that may be beyond what most people are willing to do or capable of doing. The very difficult pursuit of an idealized image is, quite naturally, a recipe for disappointment. A better goal for the new professional might be to consider advice about becoming more efficient and accommodating conflicting roles within several contexts: why one has a passion for a job, where one is in a career, and what the constraints and opportunities are within any organization. In doing so, new professionals are more likely to not concentrate solely on the end and will, instead, remember to enjoy what can be a wonderful journey.

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CHAPTER 6

Pathways to Success in Student Affairs

FLORENCE A. HAMRICK AND BRIAN O. HEMPHILL

Congratulations! The strains of "Pomp and Circumstance" and "Alma Mater" are fading. Final assistantship and practicum duties have been wrapped up, and papers and exams are no more. Fond hugs and good-byes have been exchanged with classmates at spring picnics. The long-anticipated full-time job in student affairs is in sight or even an actuality. Perhaps you already have a year or two of full-time student affairs work experience behind you. Your diploma is in hand, but if you are lucky, learning will not cease.

In many ways, a first full-time position in student affairs is an embarkation, the beginning of one's professional career. Early career experiences provide a base for starting or continuing the processes of determining what career advancement will mean, for working toward actualizing these goals, and for evaluating choices and goals in light of new information and emerging trends. Career advancement considerations include mulling over options for future professional positions, thinking about various types of institutional work settings, and deciding whether (or when) to pursue graduate work—most often a doctoral degree. While these are separate decisions, they also represent learning processes espoused by John Dewey (1926) that entail collecting information and, more importantly, reflecting on individual experiences. This process of reflection brings personal meaning to the new information and assists with identifying options. This chapter provides information to help new professionals as they envision their own careers in student affairs. After discussing career path development and professional maturation, we discuss strategic considerations in career advancement.

The authors wish to thank the following individuals who generously shared their expertise and quotes for use in this chapter: Karl Brooks, Joan Claar, Patrick Day, Kristi Gimmel Becker, Dennis Golder, Sandra Gonzalez-Torres, Eric Hartman, James Holmen, Joi Lewis, Michelle Moore, Augustine Pounds, Dan Robinson, Mary Beth Snyder, and Mary Spellman. We also wish to thank the new 14 new professionals who attended our focus group session at the Fall 1996 Iowa State Personnel Association annual conference and contributed their insights regarding career advancement issues and concerns.

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Determining Career Paths

Career fields and, at times, large organizations specify career paths or ladders for new employees that will maximize the possibility that they will eventually enter senior level management jobs. Higher education career paths are much less well-defined, since there are multiple paths that can lead to the top of the opportunity pyramid (Moore, 1984; Task Force, 1990; Twombly, 1990). While the idea of a career path remains a viable guiding notion for new professionals because of the planning and focus it encourages, your career path will most likely be an individual creation influenced by mentors, supervisors, colleagues, and others. Looking ahead, looking around, and looking over your shoulder may provide the best analytic perspective from which to identify personally-viable paths, including previously unseen spurs and switchbacks. Trends in student affairs and higher education such as "right-sizing" challenge the wisdom of relying on prefabricated career paths to direct individual choice, since current assumptions about institutional needs and goals may not hold in the future. The goal instead should be to make the best possible career decisions with the best information available. The following sections on personal, environmental, and institutional factors provide perspectives for new professionals as they make plans for their careers in student affairs and higher education.

ALTHOUGH PROLONGED JOB-HOPPING CAN EVENTUALLY RAISE SUSPICION, NEW PROFESSIONALS NEED NOT WORRY THAT A FIRST NEGATIVE JOB EXPERIENCE WILL BE FATAL TO THEIR CAREERS.

Personal Factors

Understanding your motivations for engaging in a particular type of work will help you define the work settings that can provide you with the rewards you seek. Derr (1986) proposed a typology of five career orientations such as "getting ahead" and "getting balanced" (pp. x-xi) to help individuals and organizations match motivations with desired rewards. Individuals most concerned with getting ahead are predominantly motivated and rewarded by promotions and money; those concerned with balance are more motivated and rewarded by flexible work environments and measures of deference to family responsibilities and personal pursuits. Depending on the person's life-stage, motivations and preferred rewards may also shift. For example, one college president who was formerly a student affairs administrator put a premium on balance during his early career:

> ***[Working as a senior administrator] would have distracted so much from family life when our youngsters were in their formative years. We would have paid a price for absenteeism that I don't think I would have recovered from as a dad and as a husband.***

The process of lifelong development begins in childhood, and as that process moves forward our evolving commitments and priorities are often reflected in work and career choices. Dual career marriages and partnerships, divorce or termination of an intimate relationship, successful cultivation of support networks, birth and growth of children, blended family concerns, and needs of aging parents are familiar examples of personal considerations that have an impact on career decisions, especially in regard to position or geographic mobility. Despite popular conceptions that women professionals generally are less mobile than men because of personal and family considerations, Sagaria and Johnsrud's research (1988) on position change patterns demonstrated that gender gaps in geographic mobility and rates of position changes were not significantly wide. Additionally, Nobbe & Manning (1997) concluded that women student affairs administrators who were also mothers enjoyed motherhood as a counterbalance to work-related stress.

Many environmental forces have implications for professionals working in higher education who seek job change and advancement to senior administrative positions. For example, recent years of stable or declining state and federal support for higher education have been accompanied by a less seasonal and more tentative student affairs job market in which anticipated and funding-contingent positions are advertised along with actual vacancies (Janasiewicz & Wright, 1993). As in most professions, the field of student affairs offers a kind of "opportunity pyramid," with many entry-level positions and comparatively few senior-level positions. Consequently, only a small proportion of today's new professionals will attain senior administrative positions. Additionally, Evans (1988) explained that supervisory configurations in higher education have relatively few levels and result in career ladders with fewer vertical rungs and wider career "steps," suggesting that dramatic vertical movement occurs less frequently than horizontal job change. Finally, since senior administrators also move horizontally among deanships or vice-presidencies at more than one campus, not all senior administrative positions are filled from the available pipeline of mid-level student affairs administrators. One outgrowth of this is the growing research on mid-level managers in student affairs, much of which identifies mid-level management positions as more than simply preparation for senior administrative positions, thus prompting a re-examination of traditional assumptions of career success and achievement (Belch & Strange, 1995; Fey & Carpenter, 1996; Gordon, Strode, & Mann, 1993).

At least one additional factor plays a role in the high level of competition for senior student affairs positions: Successful candidates for these positions also come from the ranks of faculty and other administrative specialties and do not always have direct experience or educational preparation in student affairs administration or higher education (Task Force, 1990). Such hiring decisions are most often made by presidents and, although senior student affairs administrators who hold doctoral degrees in higher education regard the doctorate as useful preparation, presidents and senior academic affairs officers (except for community colleges) generally regard the higher education doctorate as useful but not essential for a senior student affairs officer (Townsend & Wiese, 1992). We will return to the issue of doctoral study later in this chapter.

Institutional factors also influence career path development, since individuals work on specific campuses as well as in the broader field of student affairs. Specific decisions regarding positions and responsibilities, restructuring, and professional development are made at the individual institutional, division, or program level. Institutions or divisions may offer formalized internship and cross-training opportunities (e.g., Robinson & Delbridge-Parker, 1991), but new professionals may also discover barriers to their professional development such as cost of attendance at and lack of information about these opportunities (Young, 1994). Division and program support for professional advancement of staff vary widely, and candidates must not be hesitant to inquire about the levels and types of support available to staff members.

New professionals may begin a first job only to be surprised by an unforeseen mismatch between themselves and their positions or an uneasy institutional fit overall (e.g., Shriberg & Wester, 1994). Not everyone successfully finds a first professional position that "clicks," and job turnover at entry-level positions is often high. One new professional remarked: "There's been a high turnover lately among the six program coordinator positions, so even in my second year I am the second most senior program coordinator." Regular turnover at entry-level positions thus also plays a facilitative role as new professionals change jobs possibly one or two more times in an effort to find appropriate challenges and environmental supports. Although prolonged job-hopping can eventually raise suspicion, new professionals need not worry that a first negative job experience will be fatal to their careers. The first author of this chapter spent one long and relatively unsettling year in her first professional position before locating a position that provided a much closer match for her skills and work style.

Some student affairs positions may not be located within a division or department of student affairs, and these jobs can offer different perspectives and attractive work settings. According to one professional currently serving as admissions and financial aid officer in an MBA program office:

> ***The School of Business here is very much like a small college, but with the additional benefits of being in a university community. Personally, my primary efforts are spent on recruitment and admissions, but I sit in meetings to discuss the curriculum, students' preparation and progress through the program, placement issues, and evaluation of our program's fit with employers' needs. I know what's going on throughout the school. In other admissions positions, I would bring in students and then never see them again, but here I work with them throughout their two years here and afterwards. I have a much greater understanding of the student experience from beginning to end.***

For personal reasons (e.g., priorities, aspirations) and for environmental and institutional reasons (e.g., job market dynamics, professional development resources, short vertical ladder), a career path is more likely to result from an individual's best judgment rather than from a pre-specified route to some culminating position. Some of the above environmental and institutional factors, however, are also cited as sources of frustration and reasons for leaving the student affairs field.

In some circles it has become almost fashionable to change jobs or careers; one needs only to look as far as our own newly minted professionals to find a group whose members consider more than a two-year tenure in their

> first position as professional stagnation. When confronted with a personal crisis stemming from diminished job satisfaction, the support societys provides for change is particularly appealing. It is no wonder that even successful young student affairs professionals identify with the poignant, "Is that all there is?" and then jump ship. (Arnold, 1982, p. 3)

One early study placed the attrition rate from student affairs jobs, one to ten years after degree completion, at 39% among master's and doctoral recipients,(Burns, 1982). A subsequent study of a ten-year span of master's graduates from one graduate program determined a lower overall attrition rate of 33% (Holmes, Verrier, & Chisholm, 1983). Although 80.9% were employed in student affairs jobs one year after graduation, only 39.0% of respondents held student affairs positions five years later. The combined rate for graduates employed in student affairs *or other higher education positions* was 89.3% after one year and 58.5% after six years (Holmes, et al., 1983).

In 1990, the student affairs field was characterized as being less competitive financially than other careers available to master's degree recipients (Task Force, 1990). Factors related to attrition in student affairs include: limited opportunities to grow, pursue scholarship, or use knowledge; limited mobility due to relocation difficulties, hiring practices, or limited or unclear career paths (Evans, 1988); age (attrition increases with age); and years past the master's degree (Burns, 1982). On the other hand, advantages of working in student affairs include: the quality of life within an academic community, professional association involvement, research and development opportunities, and the intrinsically rewarding work (Task Force, 1990). New professionals should carefully consider these sets of perceived advantages and disadvantages as they plan their careers.

As part of a meaningful life, we seek to pursue careers that are meaningful. Career advancement can be construed as a series of positions that serve as stepping stones to a desired culminating position, and career advancement can also be regarded as a process directed toward greater actualization of one's potential as a student affairs educator (Manning, 1994). To prompt personal deliberations on values, self, and actualization, Rhatigan (1996) offers the following:

> What directs your life? What are the sources of the answers you have achieved? How does this bear on your work? Often the word 'journey' is used, an appropriate metaphor, reminding us that the answers to these questions are not always the same, even in an individual life. Most importantly, the word 'journey' recognizes movement toward a destination. The pursuit occurs across time in our relationships with people and in our journey into the self. (p. 73)

Although the career paths of many are designed to lead to upper administrative positions, not all aspirants will realize that goal and not all professionals will so aspire. Although career ambitions often are vertically-directed or vertically-realized, they need not be that solely. Common to most concepts of career advancement is an ideal of maturity that can be achieved in part through professional experiences.

Maturing as a Professional

A college president who was formerly a student affairs administrator remarked: "Were I to have been offered a senior level administrative position before I had reached a certain experiential level and maturity in my own career, I would not have been able to do this job. Impossible. Absolutely impossible." To call an individual a seasoned professional is to recognize their professional maturity, capabilities, and readiness for more complex challenges. As a result of work experience, new professionals develop maturity in their own professional practices. Although maturity is not directly associated with mere accumulation of experience, a person's skills, capabilities, and instincts can, nevertheless, be refined and developed with practice through work experience.

As a new professional, it is often difficult to remember Scher and Barr's (1979) admonition that "individuals must carefully attend to their survival as people who have professional jobs rather than as professionals who also have a personal life" (p. 530). Professional positions in student affairs are frequently characterized by long days and evenings of meetings, working with students and staff members, planning, and learning. It is not surprising to learn that being new to the profession was a significant factor in predicting job-related stress in student affairs (Berwick, 1992). New professionals are getting acclimated to the culture of a new college or university and searching for a personal fit with its staff, campus, and local community all at the same time. This acclimation may be particularly critical for people of color and gay, lesbian, bisexual, and transgendered professionals as they seek communities or networks offering support and acceptance. In the case of new professionals who continue to work at the same institution from which they earned their degree, they must make transitions in practice and perspective from student or paraprofessional to full-time professional staff member, an effort further complicated by the perception of colleagues, support staff, and others who still view them as students. Supervisors often anticipate such concerns and work directly with new professionals (and staff members) to ease the transition.

When asked about their transitions from being the new person at their campuses to being a contributor and leader, new professionals often spoke in terms of finding their footing and finding their voice. Consider the three excerpts that follow:

I had the opportunity to work for two directors in two different career services offices as a coordinator prior to this position. As a coordinator I tended to rely on advice from the directors and learn from them. Much of what I learned was constructive and useful to my understanding of how I would organize and administer my own career services program, and some of what I learned helped me decide what I would not want to do and how I would not want to be. Now that I am a director, I feel very confident about my career services knowledge and my professional abilities. In addition, I do not hesitate to make major decisions on my own, and I am responsible for my department's budget. I have also challenged myself by assuming leadership roles in two state professional associations. Through this involvement I have been able to provide advice and mentoring to current graduate students and new professionals. (Career Services Director)

In my experience, I felt less like a newcomer when problems arose and my staff and supervisors began to look to me for solutions and suggestions instead of thinking, "Well, he's new here." Then I started to be heard and acknowledged as a resource and as someone with expertise who can help us get from point A to point B. It has been important for me to listen and learn about the campus's history and culture and then show that I have a true understanding of the issue or problem at hand. For me, colleagues' feedback was the signal that I was less "new " and on target with my understandings of the campus and important issues here. I brought my own personal philosophies of working with students and groups, and my own sets of theoretical approaches, but I try to match these with what I continue to learn about the campus. It will be important for me to complete an academic year, too, so that I experience a full cycle on campus. (Student Activities Director)

I remember coming [here] and being almost overwhelmed with all there was to learn about the field, my job, the college, and my new home, and I wondered when, if ever, I would feel that sense of not being new anymore. I had this conversation with friends from grad school who were going through similar things. It was a gradual process for me of getting to know people and feeling comfortable in a new place. I began feeling that sense of not being the "new professional" sometime during the spring and summer of my first year. I think it takes a solid year to begin to understand the cycle and rhythms of an institution. I knew I was emerging as a not so new professional when I began taking on tasks because they made sense and needed to be done. And when people began calling me to serve on committees and work on projects because they knew my skills and interest areas, not because the project fit my job description. So I guess the realization was gradual for me but it was triggered when I noticed more and more requests for my participation or new projects coming into my area. What helped me most in making this transition was confidence in my skills and preparation and in immersing myself in the job and the institutional culture. (Study Abroad Coordinator)

Much of finding your footing is getting used to a new campus and new ways of doing things, and finding your voice is realizing that you, as a new staff member, have valuable insights and perspectives to share. According to Van Maanen (1983), professional socialization is a reciprocal and ongoing process. As the new professionals above make clear, we should not underestimate the necessity of learning the culture and traditions of the campus since new professionals' contributions are often judged in light of their grasp of institutional nuances. By considering their own perspectives in light of their growing knowledge of the campus, new professionals can reach mature judgments about the degree to which their ideas will be welcomed or resisted.

This learning process can also deepen knowledge about oneself and one's own strengths and weaknesses, presenting opportunities for reflection-in-action (Schon, 1983) and the increased development of reflective practice. The practices are not so much a product of formal coursework and formal learning, but they are enhanced through internships and practica, watching, participating in mentoring relationships, and personal trial and error (Brown, Podolske, Kohles, & Sonnenberg, 1992; Richmond & Sherman, 1991), underlining the critical importance of a solid institutional fit with an environment that supports and encourages risk-taking as a form of learning and professional development.

New professionals may not have decided on specific job targets or strategies for attaining them, but entry-level professional positions provide opportunities to observe, learn from, and work with established practitioners who may be models if not mentors. There can be rich opportunities for reflective learning, cultivating professional instincts, and "catching" an assortment of skills that are not often the subject of formal educational settings (Task Force, 1990). Examples of these competencies include developing a feel for optimal decision timing, dealing with consequences of decisions, and delegating expediently and appropriately (Appleton, Briggs, & Rhatigan, 1978). Even in first professional positions, new staff members form or continue to form their professional identities and personal lives in ways that will influence their career decisions and options.

Mature practice is critical for student affairs practitioners who are called on to deal with some of the most puzzling and distressing issues on campuses. Student affairs professionals bring their maturity and professional capabilities to bear on developments in higher education such as the current challenges and opportunities posed by technology, campus diversity, and increased activism. Although we try to anticipate the topics of future challenges, we do not have a crystal ball. Preparation for meeting challenges includes readying ourselves through reflective and mature practice to maintain a positive disposition to changes and challenges. Change can rack a campus, yet change also provides opportunities for the transformation of our campuses, practices, and attitudes (Rhoads & Black, 1995).

Strategic Issues in Career Advancement

Identifying and addressing strategic career advancement issues are major challenges and concerns for most new professionals. Mentoring and professional association involvement are also integral factors in career advancement, and these issues are addressed in detail in Chapter 4 of this monograph. The following sections address the critical yet often puzzling issues of doctoral degree attainment, conventional and non-conventional career paths, institutional cross-overs, and accrual mobility in student affairs.

Practical Experience and the Doctorate

According to one student affairs professional:

Young professionals in student affairs should be striving to achieve educational excellence. While a doctorate degree might not be the be-all and end-all for every aspiring new professional, it should be strongly considered. For student affairs professionals in the field to gain credibility from colleagues (and the all-influential faculty), they must contribute to the academic experience of students, document those contributions and their effects, and relay them to the entire campus community, including students, faculty, and ad-

ministrative colleagues. Simply put, pursuing a doctorate degree is a commitment beyond practice. It signifies the pursuit of knowledge that contributes to a field promoting personal growth and development. Young professionals who have an understanding of the complexities of higher education should see the doctorate degree as an opportunity to continue discovering themselves as learners, while promoting both professional and intellectual skill building.

Does advancement in student affairs require a doctoral degree? This question is frequently asked by new professionals yet is difficult to answer because of the many related contingencies such as position aspirations and types of institutions. Those who aspire to professional positions as directors, (e.g., of student activities, of multicultural affairs) may be able to attain their goal with a master's degree, but this depends on the traditions, expectations, size and organizational structure of the college or university. According to Rickard (1985):

> Position listings in *The Chronicle of Higher Education* capsulize, both implicitly and explicitly, institutional values and expectations. Position requirements typically include degree minimums, years of experience, and experience in similar kinds of institutions. In a study of 103 vacancy listings for senior and mid-level student affairs officers, four-year public institutions expressed a clear preference for a doctorate, while private institutions required a master's degree. The top-ranked requirement for both public and private was experience in similar kinds of institutions. (p. 78)

Increasing numbers of job advertisements in the *Chronicle of Higher Education* contain the phrase, "master's required; doctorate preferred," but there are no clear patterns of expectations among colleges and universities because of institutional differences in philosophy, image, and other factors.

In discussing the importance of the doctoral degree as a professional credential, one Vice President and Dean of Students remarked:

You do not have to have a doctorate to be a Dean of Students or a Vice President for student affairs, as a select few institutions do not require one. However, by having an earned doctorate, your opportunities to be selected as a finalist from a candidate pool will increase significantly.

While position announcements sometimes list a doctoral degree as a preferred (not required) qualification, the doctorate broadens the range of institutions at which a candidate may successfully compete for a dean or vice president position. According to one study, college and university officials (i.e., president, vice president for academic affairs) indicate that the theoretical and practical experience senior student affairs officers gain in the process of earning a doctoral degree helps them be competitive in job searches (Komives, 1993).

Many higher education and student affairs doctoral programs require that applicants have several years of full-time work experience—usually, at minimum, between two and five—as a criterion for admission. Although opinions range widely about the need for full-time experience, obtaining a doctorate without prior full-time experience can be detrimental to the student. Work experience provides a valuable basis for practical reflection as part of doctoral study. Further, new doctoral recipients may find themselves regarded as overqualified for some positions by virtue of education yet under-qualified for others by virtue of experience, negatively affecting their marketability. Professionals who have earned a master's degree and worked with program development, supervision, policies, procedures, and budgets are more attractive than an applicant with a doctorate and little or no prior experience in these areas.

A student affairs professional who served as a dean of students and a vice president for student services echoed this view:

> ***The professional standards and guidelines for student services programs support the popular belief that student services leaders must have substantial work experiences in one of the functional areas of student services and an advanced degree to command respect for their leadership on campus. Part of commanding respect comes from a working knowledge and experience in student personnel.***

The increasing selectivity of the job market and the adherence to more formalized hiring practices also suggest that competitive candidates will demonstrate a balance of professional study and experience (Birch, 1984). Again, no one road map guides new professionals to success, but new professionals who gain theoretical knowledge and practical experience in program development, supervision, policy development, and budgeting will open doors to advancement in student affairs.

Conventional vs. Non-Conventional Career Paths

New professionals in student affairs are confronted immediately with career decisions that may appear confusing, a situation complicated by different individuals giving different advice on career strategies. This section provides an overview of the traditional and non-traditional career paths that are representative of current professionals in student affairs.

Historically, those who aspired to be senior student affairs officer started their careers in residence life (Birch, 1984). This was especially common during the 60s and 70s when residence life was viewed as a key starting point because of the variety of experiences a new professional acquired in the residence hall setting. In residence life, new professionals observe and influence student development by managing responsibilities from student counseling to judicial affairs, experiences commonly seen as the cornerstone of a successful student affairs career. The experiences of one new master's degree recipient suggest that a residence life position also provides a departure point for closer involvement with and understanding of other programs in student affairs:

> ***Student Affairs as a profession is similar to other professions . . . there are those who believe only one path should be traveled in an effort to be successful. However, I come from the school of thought that there are many directions one can take to be successful in our field. Although I have taken what historically has been thought of as a traditional path through residence life, I think it imperative to be familiar and involved with other areas of student affairs as well as other facets of the university . . . I think the contemplation***

should not be if one will be limited because of the choice to pursue residence life, admissions, multicultural affairs, or student activities. The contemplation should be more about you as a new professional limiting yourself. Any facet of student affairs will most likely provide an avenue to pursue your ultimate goals. One must be careful not to build walls and close oneself in nor allow others to apply such limitations.

Today, new professionals take multiple routes to the deanship. In the 80s and 90s, an increasing number of practitioners began their careers in student activities, academic advising, financial aid, volunteer services, career services, multicultural affairs, and admissions, leading to increased diversity in background experiences (J. Claar, personal communication, December 1996; M. B. Snyder, personal communication, November 1996). One advantage of this variety of entry points to student affairs is that new professionals with primary interests in areas other than residence life can be accommodated earlier in their careers. It is unclear to what extent beliefs persist about residence life as a preferred basis for a student affairs career. Time will tell whether increasing numbers of professionals with non-traditional career beginnings are able to realize their career advancement goals. As the above individual suggested, new professionals gain a tremendous advantage in the job search by acquiring early experience in multiple areas of student affairs (e.g., residence life, student activities, career services, multicultural affairs) through full-time work but also through internships and practica.

THE CURRENT FINANCIAL SITUATION IN HIGHER EDUCATION...MAY RESULT IN LONGER "INSIDER" AFFILIATIONS WITH ONE INSTITUTION AND AN INTRA-INSTITUTIONAL CAREER PATH.

In some cases, new professionals may fear that several successive years in one functional area will typecast them as an expert in one area and limit their marketability for generalist administrative positions. Sustained expertise in one area provides a valuable track record of success and an additional set of opportunities for advancement within that specialty, but professionals concerned about being locked into one area can seek out committee assignments and collaborative projects in other student affairs areas or within professional associations in order to demonstrate a breadth of commitments and expertise. For new professionals, positions that entail responsibilities in more than one student affairs area may be particularly attractive. One example of such a position, often referred to as "split" or "joint" appointments, is a job that specifies 60% time in a residence life appointment and 40% time in career services. Although this arrangement can offer valuable skill-building opportunities, new professionals and their supervisors must take care to ensure that the "split" does not become two full-time jobs that one person is expected to perform.

Building transferable skills does not guarantee that a transfer to the desired specialty area will follow. Such transfers can be more or less difficult to accomplish depending on, for example, the existing number of professionals with the requisite knowledge base and experience. Participating in cross-training experiences, pursuing continuing education, and holding split positions can help professionals demonstrate a new set of goals and skills to a prospective employer.

Determining a career path is not an easy task, but new professionals can take advantage of a valuable source of information by participating in professional conferences. As student affairs professionals, we advise students that one critical key to success in college is involvement; the same advice applies to our own careers. The networking that occurs at conferences enhances skills and provides insight into various career opportunities. By participating in conferences and other professional development programs, newcomers can learn, sharpen abilities, and evaluate career decisions while they increase their marketability by gaining "the experience and skills of a knowledgeable professional that can translate into preferential standing for job placement" (Allen, 1987, p. 11).

Institutional Cross-Overs: Public and Private

Working in three private and two public institutions, my career choice was one of professional development. Except for my residential life experiences, I had become a generalist. Although I realized many employers, especially those in small private liberal arts institutions, seek generalists, it was important for me to find a job that would help me develop my skills in one particular area of student development. [Admissions professional.]

New professionals obtain employment in any number of different types of institutions—doctoral-granting universities, comprehensive institutions, liberal arts colleges, community colleges, and vocational technical colleges. Of the types mentioned, community college represent the fastest growing sector of higher education (O'Banion, 1997). As the proportion of student affairs career opportunities in community colleges continues to increase, so will the knowledge base about strategic career issues characteristics of student affairs professionals in community colleges. Due to the current paucity of information on these issues as they relate to community college, this section focuses on two types of institutions commonly discussed with respect to professional cross-over decisions: doctoral granting universities (i.e., large and public) and liberal arts colleges (i.e., small and private).

Professionals in the field of student affairs may wonder whether they can or should "cross-over" to different types of institutions in the course of their careers and question how competitively cross-over candidates are regarded. The admissions professional quoted above observed that one of the major differences between public and private institutions is being a generalist or a specialist. New professionals in public colleges and universities are traditionally hired to perform one or two major duties and are not expected and perhaps not encouraged to venture into other areas of responsibility. Most public institutions have a large student affairs staff; therefore, individuals specialize in specific programmatic areas and may need to do so for professional advancement. Middle- and upper-level managers in large public institutions have more opportunities to venture into other areas of student services as they supervise diverse program offices or plan cooperative ventures.

Student affairs positions at small private colleges and universities are more fluid in nature, and professionals (including new professionals) are expected to move beyond expertise in any one narrow specialty. Many private colleges expect their multicultural affairs and student activities staffs to play active roles in residence life, health services, volunteer services, and freshman orientation. In short, private colleges tend to expect new professionals to be generalists. A new professional must possess the skills and confidence as well as the desire to work outside of his or her area of expertise.

Some employers are impressed by professionals who have worked in a variety of settings early in their careers; those who work in one setting for seven to ten years may find themselves defined by their prior choice of institutional type. "Faculty members on selection committees have attitudes which are resistant to candidates who wish to cross over from one segment of higher education to another" (Kauffman, 1983, p. 78). An administrator in a small, private institution may have difficulty crossing over to a large public college or university or from a two-year to a four-year institution. Although there are no set rules in this area, institutional cross-overs can be accomplished early in a new professional's career as a means of determining whether a public or private environment best matches his or her professional needs and goals, personality, or preferred work style. Once professionals are established and identified in a given area, they may find it difficult to change the perceptions of others who associate them with a particular type of institution. Direct experience is one of the best determinants of fit with respect to institutional type. As is true for students, we grow and develop best when we are in a comfortable yet stimulating environment that includes but transcends working relationships:

The notion of having the opportunity to work with, and for, good professionals contributes to the "goodness-of-fit" principle, but there is more to the principle than good working relationships. One needs to feel equally good about the quality of the new environment (Birch, 1984, p. 47).

One faculty member and student affairs administrator recommends that new professionals experience both settings during the course of their academic preparation:

New professionals in graduate school must be sensitive to the issue of marketability during the process of completing an academic program. Practicums and internships are excellent ways to take a close look at the market availability for new professionals. It is critical that they develop courses of study providing the opportunity to experience both public and private institutions.

On the advice of a Dean of Students, new professionals should subsequently evaluate and re-evaluate their decisions:

New professionals must realize that the decision to work in a public or private institution does not have to be permanent. Select the best setting for yourself but realize the career decision-making process does not end with your first job. Research and evaluate the different settings and make a professional decision about your future.

New professionals must ask themselves several questions regarding an institution's traditions, environment, and values, and consider how their answers correlate with their own personality, values and beliefs. Wise decisions will contribute to a rewarding student affairs career.

Promotions and Accrual Mobility in Student Affairs

In student affairs administration, the prevailing attitude seems to be that the way to move up is to move out—to move on to another institution or position (Lunsford, 1984), and, according to Burkhalter (1984), an administrator in student affairs will generally work for five different institutions during his or her career. Accrual mobility and internal promotions, however, may account for an increasing number of promotional opportunities. Accrual mobility "occurs through evolved jobs in which the employee accrues responsibility and/or knowledge well beyond normal growth in the job" (Miner & Estler, 1985, p. 121) and results in the creation of a new position or unit in recognition of the employee's growth that matches an institutional need. Consider the following Assistant Dean of Student's career thus far:

> ***While initially content to do the proverbial "two year tenure" of most new professionals, I found that the opportunity for accumulated knowledge and experience was increasing exponentially each year I remained with the university. After year three, I was regularly engaged in institutional activity far beyond any that could have been experienced in that time period by taking a position at another college or university. In addition, I found myself with a promotion and an opportunity to attend graduate school at minimal cost. Despite the rural isolation, the scarcity of African American professionals and the newness of my functional area, extending my stay was one of the most professionally profitable decision I ever made.***

The financial constraints that most colleges and universities are experiencing have caused them to re-evaluate potential job openings. In fact, the financial problems and restructuring occurring in colleges and universities throughout the U.S. have reduced the number of job opportunities for both new and seasoned professionals (Burkhalter, 1984). New organizational structures have emerged with student affairs offices reporting to academic affairs administrators or residence life programs reporting to business officers. Because of financial constraints, the duties of a departing staff member are often distributed temporarily or permanently among the remaining staff. The current financial situation in higher education has prompted many changes that will have an impact on a career in student affairs, and may result in longer "insider" affiliations with one institution (Sagaria & Dickens, 1990) and in an intra-institutional career path. Alternatively, a career at one institution may proceed through the process of accrual mobility. The success of the professional quoted above is an example of a successful career start as an insider, since he began as the university's coordinator of multicultural services and was promoted to assistant dean of students two years later. In student affairs, advancement through accrual mobility or by an inside path provides an alternative to a more typical assumption that position advancements always occur inter-institutionally. Increasingly competitive job markets may well establish an atmosphere in which professionals can view their careers, or significant portions of them, as long-term commitments to a particular higher education institution.

Conclusions and Recommendations

Career advancement is an ongoing process. As careers evolve, individuals, institutions, and social and market trends also evolve, so new professionals are well-advised to remain aware of personal and environmental developments and the implications for their intended career paths. We suggest that new professionals set long-range as well as mid-range (5-10 years) and short-term (1-5 years) career goals and audit themselves on a regular basis. Such an audit not only evaluates progress toward specific goals but also the continued appropriateness of the goals. Substituting alternate goals or reconceptualizing time frames may both be in order if assessed progress is not up to expectations. Mentors and supervisors are helpful resources in this process, and career counseling may also be desirable for professionals who wish more detailed attention or have extended concerns about their careers.

Systematic attention to career advancement may well be the key. Financial advisors recommend calculating a net worth statement as part of annual tax preparation, and manufacturers of smoke detectors recommend replacing old batteries twice a year when clocks are adjusted for daylight savings time. An opportune time for career auditing may be around the time of annual performance appraisals and/or salary adjustment meetings. In addition to reflecting about specific job responsibilities, professionals should also ask themselves: What am I good at? What do I enjoy? And, as Perry (1997), citing Hillman, adds:

What does the world want or need from me? New professionals should also address the following questions regularly: What are my contributions to students, staff, and the campus? Am I satisfied and successful with what I am doing? Am I able to do the work I want to in this setting? Am I accepted and validated as a professional and a person? What are my opportunities for further growth? What do I want to do next? What has changed in my life during the past year, and how do I respond to that?

Your own answers to these questions will be supplemented with performance appraisal feedback, but these questions can also help identify your accomplishments, your promise, and your commitments. Of course, these answers may change as new staff, colleagues, and supervisors depart campus or arrive, and as work settings are reconfigured. Because of these professional and personal changes, your answers may be different even from one year to the next. Setting goals and addressing these questions helps you evaluate regularly the fit with your current position as well as progress on your identified career path.

In general, we suggest the following activities as beneficial for all professionals in student affairs. Identify your own strengths and acknowledge weaker areas. Seek or create opportunities to demonstrate your strengths and address your weaknesses through professional development activities. Regard yourself as a student as well as a contributor. Seek opportunities to learn from others, and also seek opportunities to teach and help others. Anticipate personal, institutional, and environmental changes and identify the ways in which these changes will have an impact on your stated plans and goals.

Identify constraints and opportunities, and be prepared to capitalize on professional opportunities for risk-taking and skill development. Finally, work hard. Student affairs work is challenging but also rewarding and, at times, exhilarating. As one student affairs professional wryly remarked,

I don't get a high salary, but that's not why I'm in this line of work. I'm in it for the cards.

Our work as educators, advocates, counselors, and life-long learners provides its own personal and career rewards to those who value the satisfaction of working with students and having an impact on their lives.

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CHAPTER 7

Voice of Experience

STUART TENNANT AND DANIEL BRUNGARDT

Editors' Note: As this monograph makes clear, becoming an effective new professional has its challenges and the textbook answers may not entirely fit the workplace realities. What we also realized in writing the monograph was the importance of the relationship between the supervisor and the supervised in helping to define reality, set work parameters, act as mentor or network facilitator, assist with developing a balanced life, and chart a course for the future of the new professional. We asked a senior student affairs administrator (Stuart) and a new professional on his staff (Dan) to reflect on the key issues we saw as undergirding this monograph. What follows is a dialogue we constructed based on those reflections, letting Stuart and Dan share their voices of experience.

Transitions

All of us face professional transitions whenever we move to a new position, whether it is within the same institution or not. Adjustments are made—to new tasks, new people, new rules and norms, new culture. Sometimes these adjustments are easy, sometimes more difficult. We asked Stuart and Dan to consider the transitions that new professionals undergo as they have encountered them.

Stuart began, stating, "In thinking of the new professionals on my staff, ... I am struck by the diversity of transitional issues they represent." While each new professional faced transition issues, the immediate past experience of each staff member determined the nature of the issues. Stuart described one staff member who was hired out of the college's undergraduate program and had to "separate her undergraduate experience and *persona* and gain acceptance as a professional in her own right." Many new professionals face this same challenge of developing a professional sense of identity directly after completing an undergraduate or graduate degree program. Dan described this aspect of transition in this way:

> ***My colleagues and I stepped into positions that at least outside student affairs were still viewed as student positions. Even though the days of the head resident had ended two years prior to our arrival, we still got questions and***

comments like, "How are your classes going?" For us, while we were trying to connect with [the] institution, we also had to establish ourselves as professionals. Our supervisors also fought to establish our place as respected, capable administrative staff members at the institution. Our ultimate connection to the university has come through continual efforts to exhibit ourselves as hard-working, individuals [with integrity] who have invested in the students and the future of the institution.

On Stuart's staff, some new professionals experienced organizational cultural shifts, as they moved from large school to small and from non-education workplaces to the college setting; some assumed a position with no history (no paper trail, no contact person, no "we've always done it this way," etc.) or took a job most recently held by someone who still cast a long shadow; some were concerned about coming into a fairly homogenous environment when they were not like the majority members of the college or its surrounding community. As Dan explained,

New professionals are more than likely going to experience pains in their first position. For some they may be growing pains, for others they may be shrinking pains. Still others may experience the pain of being stuck in a rut. These pains can be attributed to the type of institutions they attended as well as where they go to work. If there is a difference between the two, new professionals need to take the time to work through the adjustment. Until I felt comfortable with my new environment and understood what it had to offer students and me, I could not contribute to the development of the program.

Organizational and Political Realities

To a certain degree, each of the authors who contributed to this monograph referred to ways in which organizational and political realities have an impact on new professionals. Unwritten rules, supervisory relationships, who you know and who knows you, carving a niche for yourself, and balancing the multiple and sometimes conflicting realities are key issues confronting new professionals as they forge their way in each position. Dan reacted in ways typical of new professionals:

... Having just graduated from what I considered a respectable graduate program, I had all the answers. Coming into my first job, I viewed myself as a consultant that was hired on to solve a couple problems and provide some direction ... My experience spoke for itself, or so I thought. . . . In my eyes, I had what it took to change the world and, in a perfect world, I did. However, once any other person, place, or thing was brought into that world, it all changed. My control over all the influences was diminished little by little and soon instead of feeling all powerful, I felt helpless. I had forgotten one of the most important lessons I had ever learned. It is not just what you know and it is not just who you know. To get things done in any organization, you must have a respect for the institution's history, a concern for the constituents, and a stake in the institution's future. Keeping these three things in mind, my

organization has assisted me in accomplishing several of the goals I had coming in to the position.

As a vice president, Stuart reflected at length about the realities facing his staff as they adjusted to the culture of the organization. Finding niches, learning the organizational culture, "tiptoe[ing] carefully around 'territorial' issues," and running into the "old-guard buzz saw" were just a few of the examples he highlighted as illustrations of organizational and political realities facing new professionals. He described a common conflict that new professionals face in dealing with staff, when he spoke of one staff member who "began by making assumptions about his RA staff that proved not to be wholly justified." Developmental theory suggests that younger undergraduate staff members might tend to be more dualistic and need a different form of supervision and guidance, but this staff member, Stuart recalled, "tended to treat his staff as 'adults' and assumed they would come to him if they had issues of needed support. His style, which assumes some maturity, was perceived as non-supportive by some of the younger RAs." The gap between theory and practice was a theme Dan related to as well. He reflected:

I remember writing a paper during graduate school about my philosophy of student affairs. I was somewhat idealistic, but it did contain enough reality to make it workable. After I had been in my new job for a couple of months, I read that paper again. I realized that everything I strived for professionally in grad school I still strived for, but now it seemed harder to accomplish. In theory, it all seemed very easy to be a student affairs professional, but in practice it was much more difficult. Once real people, real choices, and real consequences were introduced into the mix, it didn't matter what I had learned in school. My work and its effect on others took on new significance for me. I wasn't working on a case study with my classmates anymore. It was real now.

Both Dan and Stuart believed that professional transitions would be facilitated by a more explicit acknowledgment of the organizational and political realities of the position by both new professionals and those with whom they work. In Stuart's words, ". . . it seems as though we as a staff might have been able to anticipate some of this dissonance and might have been more proactive," a situation facilitated by new professionals who should, according to Dan, "admit their ignorance." Stuart notes that not all new professionals are comfortable taking advantage of support structures available to them, such as the open-door policies of senior student affairs staff; he worries that professionals in stand-alone positions run a "real risk of getting lost." It may be incumbent upon the more senior staff to help create an appropriate structure and support network for new professionals rather than assuming this will somehow happen on its own. At the same time, Dan advocates that new professionals take an active role as they try to understand what it means to be an effective member of any academic organization:

During the first few months on the job, I spent a lot of time doing detective work. I asked my supervisors and colleagues several questions about how things worked and I asked them what they valued as a professional. With all this information, I was able to put together a composite picture of what issues were at play. Armed with that map, I was able to maneuver around buried land mines and avoid any hidden traps.

New Professionals' Connections

It is always difficult to be the new kid on the block. . . . I had a need to know that in all the toils and tribulations, I was not alone. [Dan]

Developing connections and networks depends on how one comes to a position and institution, so offering one set response is unrealistic. Dan, as a transplant, knew no one at the institution or in the geographic area:

Moving from everything that was familiar to me to a place that was hardly a haven for a single twenty-something was the biggest personal transition I experienced with my first position. As I initially lived this isolated lifestyle, I realized I had forgotten how to make friends. . . . Over a course of a 2,000 mile trek across country, the networks disappeared. The only people I spent time with in the beginning were colleagues from the office. We would try to separate our social time from our business time, but more often than not it would all blur together. . . .

"TO GET THINGS DONE IN ANY ORGANIZATION, YOU MUST HAVE A RESPECT FOR THE INSTITUTION'S HISTORY, A CONCERN FOR THE CONSTITUENTS, AND A STAKE IN THE INSTITUTION'S FUTURE."

Others, who may have graduated into professional employment at their alma mater, often have established personal networks that take on new meaning. Age cohorts, interest groups, peer networks, and supervisory support all provide potential connections for the new professional, but religious, ethnic, marital, and sexual orientation differences are among the personal factors that can cause a sense of isolation in certain communities.

... certainly, if there is something of a common denominator for the new professionals, it is their relative youth and need for a social life outside the University . . . Salem is an emerging urban area but is in many ways still quite rural and "small town." For those of us with families, this is wonderful, but for the young professionals, it is less so ... Again, for staff who represent "diversity" in almost any way, there is the overwhelming homogeneity of both the campus and the community to overcome. [Stuart]

Creating a balanced life requires good role models for staff members as well as for students, yet they are often lacking. Again, new professionals assume some responsibility for initiating contacts, developing networks both intra- and inter-institutionally, and becoming involved in local communities and professional associations. At the same time, sensitivity to and support for these personal and professional transitions by those already in the organization are key to overall new professional success. Even in small schools, a sense of decentralization prevails, often leaving the integration and socialization of new professionals to happenstance. Stuart captures this sense of ambivalence when he reflects on his role as a senior student affairs officer:

To be candid, [my] "expectations" [for new professionals] may indeed "melt down" to a sense that new staff will fit in in some vague amorphous way, rather than there being an intentional plan to fully integrate staff into the unit. Or, to put it another way, writing this . . . has served as a sort of wake-up call for me to really put a structure in place so that this integration occurs intentionally, rather than serendipitously.

Conclusion

New professionals in student affairs are embarking on an exciting and challenging journey. While the ones who have just completed graduate school are, as Dan describes them, ready to change the world and think they know everything, new professionals need to remain open to learning and growing. Supervisors and mentors of new professionals must make more of an effort to supply support mechanisms. It is our hope that this monograph helps other new professionals feel as Dan did when he met other colleagues:

Knowing that I wasn't alone in meeting the challenges of working on a college campus brought me great relief.

New professionals should strive to embody the description that Stuart used for some of his staff: ". . . a leader . . . with an excellent reputation as a 'doer'" . . . or as "the star . . . who has been groomed for leadership." This monograph is only the beginning. Dialogue must continue on the issues it raises, so that new professionals and those with whom they work can pave the way for more effective transitions into student affairs work.

ONE STAFF MEMBER WHO WAS HIRED OUT OF THE COLLEGE'S UNDERGRADUATE PROGRAM...HAD TO "SEPARATE HER UNDERGRADUATE EXPERIENCE AND PERSONA AND GAIN ACCEPTANCE AS A PROFESSIONAL."

APPENDIX A

Professional Organizations in Student Affairs and Higher Education

American Association of Collegiate Registrars and Admissions Officers
Acronym: AACRAO
Category: Admissions and Student Records/Registrars
National Headquarters: One Dupont Circle N.W., Suite 330
Washington, D.C., 20036-1171
(202) 293-9161, FAX (202) 872-8857
E-mail: info@aacrao.nche.edu
Website: http://www.aacrao.com

American College Personnel Association
Acronym: ACPA
Category: General Student Affairs
National Headquarters: One Dupont Circle, Suite 300
Washington D.C. 20036-1110
(202) 835-ACPA (2272), FAX (202) 296-3286
E-mail: info@acpa.nche.edu
Website: http://www.acpa.nche.edu

Association of College Unions — International
Acronym: ACU-I
Category: Student Unions
National Headquarters: Marsha Herman-Betzen, Executive Director
IONE City Center, Suite 200
120 W. 7th St., Bloomington, IN 47404-3925
(812) 855-8550, FAX (812) 855-0162
E-mail: acui@indiana.edu
Website: http://www.indiana.edu/~acui

Association of College and University Housing Officers — International
Acronym: ACUHO-I
Category: Student Housing
National Headquarters: 364 West Lane Ave., Suite C
Columbus, OH 43201
(614) 292-0099
E-mail: osuacuho@post box.acs.ohio/state.edu
Website: http://www.acuho.ohio-state.edu

Association of International Educators: NAFSA
Acronym: NAFSA
Category: International Students
National Headquarters: Naomi Collins, Executive Vice President
1875 Connecticut Ave. NW, Suite 1000
Washington, D.C. 20009-5728
(202) 462-4811, FAX (202) 667-3419
E-mail: inbox@nafsa.org
Website: http://www.nafsa.org

Association of Fraternal Advisors
Acronym: AFA
Category: Greek Affairs
National Headquarters: Gayle Webb, Executive Director
3901 W. 86th Street, Suite 390
Indianapolis, IN 46268-1702
(317) 876-4691, FAX (317) 872-1134
E-mail: afa29@mail.idt.net
Website: http://www.fraternityadvisors.org

American Association for Employment in Education
Acronym: AAEE
Category: Placement Services for Education Majors
National Headquarters: Charles Marshall, Executive Director
820 Davis St., Suite 222
Evanston, IL 60201-4445
(847) 864-1999, FAX (847) 864-8303
E-mail: aaee@nwv.edu
Website: http://www.aaee.org

Association for the Study of Higher Education
Acronym: ASHE
Category: Higher Education Faculty and Administrators
National Headquarters: Stanley Carpenter, Executive Director
Texas A&M University
Department of Educational Administration
College Station, TX 77843-4226
(409) 845-0393, FAX (409) 862-4347
E-mail: bjones@acstamu.edu
Website: http://www.coe.missouri.edu/~ashe

Association for Student Judicial Affairs
Acronym: ASJA
Category: Student Judicial Affairs
National Headquarters: Department of Student Life
Student Conflict Resolution Services
College Station, TX 77843-1257
(409) 847-7272
E-mail: debbie@stulife2.tamu.edu
Website: Currently being changed

National Academic Advising Association
Acronym: NACADA
Category: Academic Advising
National Headquarters: Bobbie Flaherty, Executive Director
Kansas State University
2323 Anderson Ave., Suite 225
Manhattan, Kansas 66502-2912
(913) 532-5717, FAX (913) 532-7732
E-mail: nacada@ksu.edu
Website: http://www.ksu.edu/nacada

National Association for Campus Activities
Acronym: NACA
Category: Student Activities
National Headquarters: Alan Davis, Executive Director
13 Harbison Way
Columbia, SC 29212-3401
(803)732-6222, FAX (803) 749-1047
E-mail: aland@dbs.naca.sc.edu
Website: Not available

National Association of College Admissions Counselors
Acronym: NACAC
Category: Admissions
National Headquarters: 1631 Prince Street A
Alexandria, VA 22314-2818
(703) 836-2222
E-mail: Not available
Website: http://www.nacac.com

National Association of Colleges and Employers
Acronym: NACE
Category: Placement
National Headquarters: Michael R. Forrest, Executive Director
62 Highland Ave.
Bethlehem, PA 18017
(610) 868-1421 or 1-800-544-5272
FAX (610) 868-0208
E-mail: marilyn@jobweb.org
Website: http://www.jobweb.org

National Association of College Auxiliary Services
Acronym: NACAS
Category: Auxiliary Services
National Headquarters: Manuel Cunard, Executive Director
P.O. Box 870
401 Commerce Rd.
Staunton, VA 24402-0870
(540) 885-8826, FAX (540) 885-8355
E-mail: nacas@cfw.com
Website: http://www.nacas.org

National Association of Student Financial Aid Administrators
Acronym: NASFAA
Category: Financial Aid
National Headquarters: Joan Holland-Chrissman, Executive Vice President
1920 L St. N.W., Suite 200
Washington, D.C. 20036
(202) 785-0453, FAX (202) 785-1487
E-mail: membership@fmtp.nasfaa.org
Website: http://www.nasfaa.org

National Association of Student Personnel Administrators
Acronym: NASPA
Category: General Student Affairs
National Headquarters: 1875 Connecticut Ave. N.W., Suite 418
Washington, D.C. 20009-5728
(202) 265-7500, FAX (202) 797-1157
E-mail: office@naspa.org
Website: http://www.naspa.org

National Association of Women Educators
Acronym: NAWE (formerly NAWDAC)
Category: Women Administrators and Counselors
National Headquarters: Lynn Gangone, Executive Director
1325 18th St. N.W., Suite 210
Washington, D.C. 20036-6511
(202) 659-9330, FAX (202) 457-0946
E-mail: nawe@clark.net
Website: http://www.nawe.org

National Orientation Directors Association
Acronym: NODA
Category: Orientation Staff and Directors
National Headquarters: Indiana University
Office of Orientation Programs
Maxwell Hall, Room 122
Bloomington, IN 47405-4601
(812) 855-3907, FAX (812) 855-1319
E-mail: noda1@indiana.edu
Website: http://www.dhp.indiana.edu~noda1

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